

YOUNG ADULT/PARENT RELATIONSHIPS:

An exploratory study

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ABSTRACT

The present study was concerned with the relationship between young adults and their parents. Subjects were 95 male and female volunteers aged between sixteen and twenty-five years, who were doing an undergraduate or postgraduate psychology course at the University of Canterbury. A questionnaire was completed which requested basic demographic information and assessed such factors as happiness, financial support from parent(s), contact with parent(s), quality of relationship with parent(s), stress with parent(s) and communication with parents(s). Twenty-four of the subjects were selected for an extensive interview about their relationship.

Frequency counts, and multiple regression, discriminant function and content analyses were used to examine the wide range of information which was gathered. Two fairly salient results emerged. Firstly that a young adults global level of happiness was a significant predictor of a subject's relationship with his/her parents. Secondly, that from eighteen variables measuring various possible environmental influences it was possible to predict with eighty to ninety percent accuracy those subjects with particularly good or poor parent/adult child relationships. These environmental influences which were examined in more depth. The results were discussed in view of their relevance to present assumptions about young adult development.

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CHAPTER ONE

LITERATURE REVIEW

Introduction

The aim of this thesis is to explore the changes that individuals make during late adolescence in their relationship with their parents. In this age group, often called youth or young adulthood, there is usually a shift from parental dependence to an assumption of personal responsibility for emotional support, social contacts and financial welfare.

The following three areas of literature are relevant to understanding these changes further.

1. Life span psychology.
2. Therapists writing about their work with families and individuals having problems.
3. Research about what actually occurs in young adult/parent relationships.

This chapter will discuss these three aspects of the literature in more detail.

Life Span Psychology

Life span development theorists attempt to understand the processes human beings go through over a life time. Many believe that the changes which occur during life are predictable and age linked. Often these changes are referred to as stages, as this is a convenient label for conceptualising the process of development. A stage is described as being a period of heightened sensitivity to learning or development in one area, or when particular events or psychological "states" are more likely to occur. At the same time development and changes in other areas may be occurring, but less intensively or with less probability, (Gerstein and Papen-Daniels 1981.) Thus an age period such as adolescence is often referred to as being a stage.

A number of writers have used the "stage model" as a way of understanding the life process. It is beyond the scope of this review to discuss the theories in detail - however the views of major theorists will be briefly described. Initially those who described life from birth to death will be examined. They will provide a context in which to place late adolescence/young adulthood. Later in this section authors who described adult life only or one part of adult life will be discussed. Throughout it will be apparent that many of the authors' ideas should be viewed with caution, as they are speculation rather than fact.

Buhler and Masserik (1968 - cited Bischof 1976) analyzed the life stories of 202 individuals of varied nationality, occupation and social class. They established a system of five levels for describing life stages.

1. Childhood - an initial phase prior to determining the life goals (birth - 15 years).
2. Adolescence - a tentative preparation for life goals (15 - 25).
3. Middle Adulthood - the development of a specific and definite structure of life goals (24 - 45).
4. Late Adulthood - a review and self-assessment of goals with some reorientation to the future (45 - 65).
5. Old Age - fulfilment, resignation or failure to achieve life goals occurs (over 65).

A more extensive division of the life path was provided by Bromley (1974). He divided the life path into two major phases, the juvenile phase and the adult phase, with the dividing point being at 16 years. He partitioned these phases into 16 stages as in Table 1-1. These stages were used to consider a wide range of information about adults, for instance illness, leisure, intelligence and dying. However Bromley did not consider changes in the parent child relationship over the life path.

Table 1-1

Bromley's description of the life path.

Stage	Approximate Age
Zygote	Conception
Embryo	up to 7 weeks
Foetus	7 weeks to birth
Birth	38 Weeks
Infancy	birth to 18 months
Preschool	18 mths up to 5 years
Elementary	5 to 11 or 13 years
Puberty and senior high school	11 to 16 years
Late adolescence	15 to 21 years
Early adulthood	21 to 25 years
Middle adulthood	25 to 40 years
Late adulthood	40 to 60 years
Preretirement	60 to 65 years
Retirement	65 years and over
Old age	70 years and over
Senescence	terminal illness and death.

Havighurst (1972) divided the life span into six stages. His age groupings were different to Buhler and Masserik (1968) and Bromley (1974). He suggested that there were specific tasks to be mastered at each age period and that failure to master the tasks at any level created developmental problems in the ensuing stages. However, once a developmental task was mastered he believed it remained a skill for life. The age periods and developmental tasks Havighurst delineated are set out in Table 1-2.

Best known of the life span developmental theorists is Erikson (1963). His book "Childhood and Society" described eight life stages. He used both physiological and social considerations in developing "eight ages of man". In a similar fashion to Havighurst, each of Erikson's stages was characterised by a task which needed to be accomplished for effective progress to the next stage. He believed that if a person failed to master the task of one stage, it did not mean that succeeding tasks could not be effectively accomplished. However he suggested that mastery of one stage made it easier to negotiate tasks in future stages. A summary of Erikson's stages is set out in Table 1-3. Each stage is expressed in the form of two polarities. These are the possible outcomes Erikson believed emerged from mastery or failure of the tasks of that stage.

Table 1-2

Havighurst's life stages.

Infancy and Early Childhood (birth to 5 or 6)

Learning to walk
 Learning to take solid foods
 Learning to talk
 Learning to control elimination of body wastes
 Learning sex differences and sexual modesty
 Achieving physiological stability
 Forming simple concepts of social and physical reality
 Learning to relate oneself emotionally to parents,
 siblings, and other people
 Learning to distinguish right and wrong and developing a
 conscience

Middle Childhood (5 or 6 to 12 or 13)

Learning physical skills necessary for ordinary games
 Building wholesome attitudes towards oneself as a
 growing organism
 Learning to get along with age-mates
 Learning an appropriate sex role
 Developing fundamental skills in reading, writing, and
 calculating
 Developing concepts necessary for everyday living
 Developing conscience, morality, and a scale of values
 Developing attitudes towards social groups and
 institutions

Adolescence (12 or 13 to 18)

Accepting one's physique and accepting a masculine or
 feminine role
 Developing new relations with age-mates of both sexes
 Achieving assurance of economic independence
 Selecting and preparing for an occupation
 Developing intellectual skills and concepts necessary
 for civic competence
 Desiring and achieving socially responsible behaviour
 Preparing for marriage and family life
 Building conscious values in harmony with an adequate
 scientific world-picture

continued on next page...

Table 1-2 continued

Early Adulthood (18 to 35)

Selecting a mate
Learning to live with a marriage partner
Starting a family
Rearing children
Managing a home
Getting started in an occupation
Taking on civic responsibility
Finding a congenial social group

Middle Age (35 to 60)

Achieving adult and civic responsibility
Establishing and maintaining an economic standard of
 living
Assisting teen-age children to become responsible and
 happy adults
Developing adult leisure-time activities
Relating oneself to one's spouse as a person
Accepting and adjusting to physiological changes of
 middle age
Adjusting to aging parents

Later Maturity (60 and over)

Adjusting to decreasing physical strength and health
Adjusting to retirement and reduced income
Adjusting to death of spouse
Establishing an explicit affiliation with one's age
 group
Meeting social and civic obligations
Establishing satisfactory physical living arrangements

Table 1-3

 Erikson's eight life stages.

1. **Early Infancy - Birth to about 1 Year**
 (corollary to Freudian oral sensory stage)

<u>Basic Trust</u>	vs	<u>Mistrust</u>
Result of affection and gratification of needs, mutual recognition		Result of consistent abuse, neglect, deprivation of love, too early or harsh weaning, autistic isolation
2. **Later Infancy - 1 to 3 Years**
 (corollary to Freudian muscular anal stage)

<u>Autonomy</u>	vs	<u>Shame and Doubt</u>
Views self as person apart from parents but still dependent		Feels inadequate, doubts self, curtails learning basic skills like walking, talking, wants to "hide" inadequacies
3. **Early Childhood - 4 to 5 Years**
 (corollary to Freudian genital locomotor stage)

<u>Initiative</u>	vs	<u>Guilt</u>
Lively imagination, vigorous reality testing, imitates adults, anticipates roles		Lacks spontaneity, infantile jealousy, "castration complex," suspicious, evasive, role inhibition
4. **Middle Childhood - 6 to 11 Years)**
 (corollary to Freudian latency stage)

<u>Industry</u>	vs	<u>Inferiority</u>
Has sense of duty and accomplishment, develops scholastic and social competencies, undertakes real tasks and develops task identification, puts fantasy and play in better perspective, learns world of tools		Poor work habits, avoids strong competition, feels doomed to mediocrity, lull before the storms of puberty, may conform as slavish behaviour, sense of futility

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Table 1-3 continued

5. Puberty and Adolescence - 12 to 20 Years

<u>Ego Identity</u>	vs	<u>Role Confusion</u>
Temporal perspective		Time confusion
Self-certain		Self-conscious
Role experimenter		Role fixation
Apprenticeship		Work paralysis
Sexual polarization		Bisexual confusion
Leader-followship		Authority confusion
Ideological commitment		Value confusion

6. Early Adulthood

<u>Intimacy</u>	vs	<u>Isolation</u>
Capacity to commit self to others, true genitality and mutuality of genital orgasm, capacity for Lieben and Arbeiten (to love and to work)		Avoidance of intimacy, character problems, promiscuous behaviour, repudiates, isolates, destroys seemingly dangerous forces

7. Middle Adulthood

<u>Generativity</u>	vs	<u>Stagnation</u>
Productive and creative for self and others, parental pride and pleasure, mature, enriches life, establishes and guides next generation		Egocentric, nonproductive, early invalidism, excessive self-love, personal impoverishment, self-indulgence

8. Late Adulthood

<u>Integrity</u>	vs	<u>Despair</u>
"State or quality of being complete, undivided, or unbroken; entirety" (Webster): appreciates continuity of past, present, and future, accepts life cycle and life style, cooperates with inevitabilities of life, accepts death		Finds time is too short, finds no meaning in human existence, has lost faith in self and others, wants second chance at life cycle with more advantages, no feeling or world order or spiritual sense, fear of death

from Bischof (1976)

Erikson's work is particularly relevant to the present study, because his later writings (eg. Erikson 1968) concentrated on the polarity of "ego identity vs role confusion" - a stage he described as being associated with adolescence and late adolescence. Briefly, Erikson suggested that this period provided an opportunity for a person to try out various roles before deciding on a final identity. He believed that failure to complete the tasks of this stage could result when a person

1. decided on an identity too soon,
2. took on a negative identity by choosing to be everything which parents or teachers considered undesirable, or
3. turned what is a socially sanctioned period of temporary delay into a continued or semipermanent state.

Two life span theorists who drew on the work of authors described so far were Gould (1978) and Levinson (1978). Sheehy's (1974) popular book, Passages, was based on their (at that time) unpublished ideas. Both authors described stages which they believed adults went through. The relevance of their ideas to this thesis is that they began to consider how adults related to their parents. This was an omission in the previous authors' works. They did not discuss the role of son or daughter beyond about 18 years, as, at that point the child achieved "emotional independence from parents and other adults," (Havighurst 1972). Even Erikson in writing about "ego identity" did not consider a person's identity as son or daughter.

Gould's (1978) contribution was to consider how a person's past relationship with his/her parents effected his/her present relationship with the world. He had noted in his psychiatric work that the problems people experienced seemed to be age related. From a close examination of interviews with outpatients and a questionnaire given to 524 non-patients, he developed a theory suggesting that at various ages people had to challenge a major false assumption about the world. He suggested that these false assumptions were developed during childhood, so that the young child was able to believe that the world was absolutely safe. A descriptive statement about each of the false assumptions and the age at which each was challenged is set out below.

<u>Age</u>	<u>Major False Assumption to be Challenged</u>
16 - 22	"I'll always belong to my parents and believe in their world."
22 - 28	"Doing things my parents' way, with will power and perserverance, will bring results, but if I become too frustrated, confused or tired or am simply unable to cope, they will step in and show me the right way."
28 - 34	"Life is simple and controllable. There are no significant coexisting contradictory forces within me."

35 - 45 "There is no evil or death in the world. The
 sinister has been destroyed."

Gould believed that challenging these assumptions was associated with changing the beliefs a person had about his/her parents' viewpoint. For instance, he suggested that between sixteen and twenty-two years a person had to learn that he/she was able to cope as an adult, that his/her parents could cope with him/her becoming an adult, that he/she could be different to his/her parents, that friends were different to parents and that he/she and not his/her parents owned his/her body. He believed that parental influences continued to be powerful throughout life, but by about fifty years of age people had moved from viewing the world from their parents perspective to an acceptance of themselves and the world as it was.

Levinson (1978) also believed that the task of separating from parents continued over the life course. He studied forty men from four diverse occupations. From these interviews he hypothesized that "the life structure [evolved] through a relatively orderly sequence during the adult years," (Levinson 1978-p49).

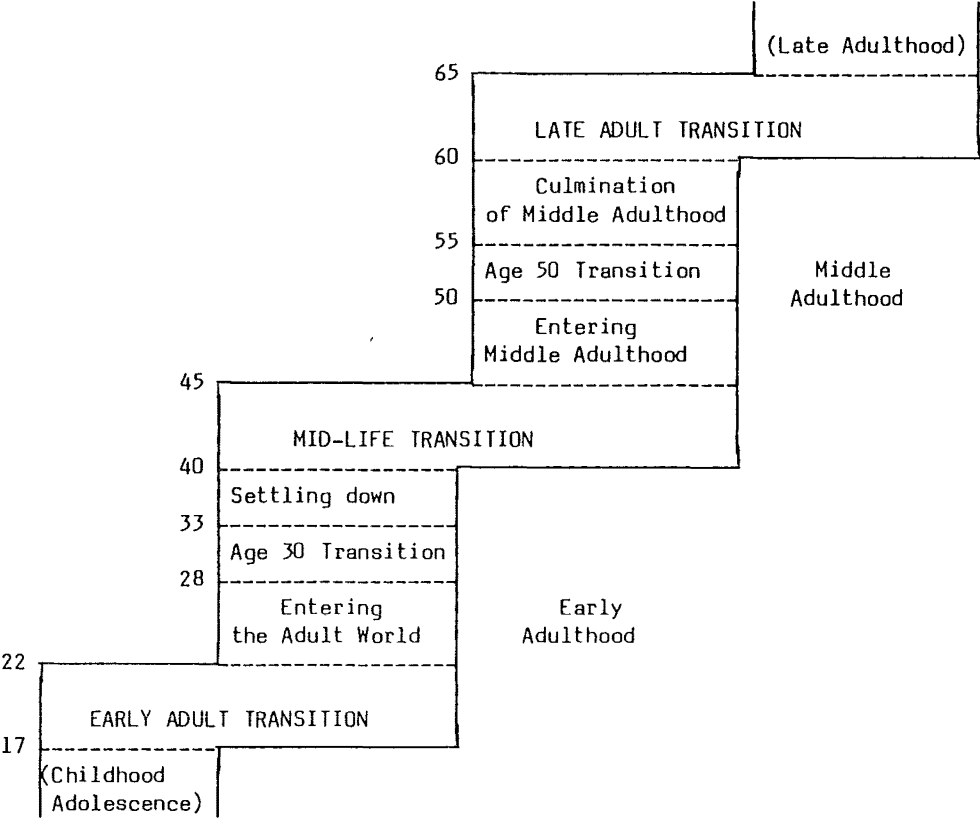
Levinson suggested that this orderly sequence consisted of a series of alternating stable and transitional periods. He considered each period to have particular tasks associated with it reflecting its place in the

life cycle. During stable periods he believed the primary task of the individual was to build a life structure. He found this period usually lasted six or seven years. However he hypothesized after this period the life structure came into question and a period of transition began. He stated that a person's primary task during a transitional period was to question and reappraise the life structure, explore possibilities for change and make choices for forming a new life structure for the following stable period. Such a transitional period was found to last four to five years. The age related developmental periods Levinson hypothesized are set out in Figure 1-1.

Levinson described in further detail the tasks he believed were involved in each particular period. For instance - he suggested that a major task of individuals during the period of early adult transition was to separate from parents. He noted that this involved the practical aspects of moving out of the family home and becoming financially less dependant. In addition he believed that psychologically there was an increase in "self-parent differentiation" and a reduced emotional dependency on authority. He pointed out that the individual's task in this process was not to end the relationship altogether, but rather to reject some aspects, maintain other aspects and build new aspects in response to people's evolving lives.

Figure 1-1

Levinson's developmental periods in early and middle adulthood.



Levinson's idea of stable and transitional periods during life can be explained in terms of role theory, (Gerstein and Papen-Daniels 1981). The concept of social role, as used by sociologists, refers to situations in which a specific pattern of behaviour is expected of an individual. The social roles that are assumed in a life usually last for a fairly extended period of time, for example mother, friend, husband, student or employer. At any time a person may be assuming a new role, dropping an old role and/or maintaining several roles previously assumed. Thus Levinson's transition periods can be interpreted as a time when people are leaving roles or acquiring new roles. However during periods of time when there are few role shifts, life is experienced as stable and continuous, that is Levinson's "stable periods". This suggests that the reason Levinson's "transitional periods" are sometimes experienced as being traumatic are because role change can be associated with sadness about loss of an old role and/or fear of failure in a new role. However taking on new roles also has the potential for excitement.

Using the perspective of the role theory means the period of 16 to 25 can be viewed as one in which many role changes take place. These can include becoming a university student or employee, moving away from home,

and/or establishing intimate relationships outside the family. Such role shifts result in physical, financial and emotional changes in the relationships between parent and child. Thus the role of parent and the role of child within the family, are making major changes throughout this period. It seems possible that the extent to which both parents and adult children are willing to give up the old roles, fear failure in taking on the new roles, or anticipate with excitement the challenge of a new role will predict how easy or difficult parents and young adults find this period of transition.

An additional viewpoint is provided by Williamson (1981). He suggested that the life span theorists omit a stage in their description of development. Instead he hypothesized that in the fourth decade of life a major change in the hierarchy between the parent and adult child occurred. He suggested that before this point it was not possible to alter the parent-child hierarchy because the child had not had enough experience of life. In fact he believed that such a hierarchy was necessary for the child to leave home and establish intimate relationships outside the family. [Refer to work by Haley (1980) and Stierlin (1980) in the next section.] However Williamson thought that by the fourth decade this hierarchy needed to be terminated and a new equal relationship established in which the adult child gave up the need to be parented and accepted his/her parents

as they were. He described this as being the real point at which a person "left home."

Williamson was a family therapist. To understand his ideas further and to clarify the notion of young adulthood being a period of changing roles which are dealt with in different ways by different people it is necessary to look at the work of other psychotherapists working with "troubled" young adults.

Psychotherapists' viewpoints

Clinicians working with troubled young adults have written about the changes they believe occur in parent-child relationships during adolescence. Their ideas are usually speculative rather than based on sound research, and many come from a psychodynamic and/or family therapy background. For example, Anna Freud (1958) drew her ideas about adolescence from using classical analysis with young people. She suggested that the adolescent was engaged in an emotional struggle of extreme urgency and immediacy. This was because "his libido [was] on the point of detaching itself from parents and of cathecting new objects." (A Freud 1958 - p263). She believed that in "normal adolescence" there was an interruption of peaceful growth and that the maintenance of a steady equilibrium through this period was abnormal. Instead she suggested that a period of inconsistent and unpredictable behavior provided an

opportunity to correct psychic structures developed early in childhood.

Blos (1962,1967) extended A. Freud's ideas and described adolescence as being a second individuation process which involved shedding family dependencies and loosening infantile object ties so the individual could become a member of adult society (Blos 1967 - pl45). He believed that this had reached completion when the adolescent had developed "love objects" outside the family and was associated with a fundamental reorganisation of the psychic structure.

Blos divided adolescence into five phases:-
 preadolescence, early adolescence, adolescence proper, late adolescence and post adolescence. He briefly noted the following parent-child relationship changes which he believed were associated with the different phases, (cited Muuss 1980).

1. Preadolescence - loss of responsiveness to parental control and withdrawal from the family group.
2. Early Adolescence - identification with parents replaced by identification with others.
3. Adolescence Proper - disengagement from earlier "family object ties." and emotional disengagement from parents associated with a simultaneous desire for parental protection.

Bloom (1980) addressed the parent child relationship in adolescence and late adolescence more directly. He also

came from a psychodynamic background and again described the move from childhood to adulthood as a separation process for parent and adolescent. His unique contribution was to compare this process with other separation processes such as childhood mourning, adult bereavement, divorce and termination of psychotherapy. He thought there was much similarity and as a result described five stages of bereavement which he believed could be applied to the adolescent/parent relationship, (Bloom 1980 - p23-23).

Stage 1 - control of the impulse to remain attached.

Stage 2 - cognitive realization of the separation.

Stage 3 - affective response to the separation.

Stage 4 - identification.

Stage 5 - the attenuation of the child-parent relationship and the corresponding development of a new relationship.

Bloom thought the following variables had an important impact on the separation process:-

1. Readiness of the individual for separation.
2. Cognitive influences - including object constancy and the assimilation/accomodative modes of adaption.
3. The nature of the parent-child relationship.

4. The past experiences of parents and child in separation.
5. The cultural influences on the separation process.
(Bloom 1980, Chapt 7.)

The psychotherapists described so far focused particularly on "internal processes." However, Haley (1980), a psychotherapist who drew extensively on his own clinical experience with "mad and bad" young people, developed a model of therapy with young people which stressed the interaction between family members. He believed that the period of a child leaving home was an extremely sensitive transition period in people's lives. He noted that this time involved changes in the family structure which some families could find very difficult. As a result his therapy became orientated to finding ways which made it easier for the young adult to leave home. Frequently he found that this meant renegotiating the basis for the parents relationship.

Stierlin and his colleagues (Stierlin, Levi and Savard 1971, Stierlin and Ravenscroft 1972, Stierlin 1980) also considered the interaction between family members. They suggested that the parents' perceptions of the young person could have a major influence on the success of his/her separation from them. Stierlin et al (1971) considered separation to be a continuous movement toward a mature interdependence, in which the parents' brought

their perceptions and expectations to bear on their adult children, but were also open to the perceptions and expectations directed at them by their adult children. The particular perceptions Stierlin et al (1971) suggested were important were as follows:-

1. The extent to which a parent could perceive his/her offspring as strong and able to stand on his/her own feet, or as sick, weak, infantile or innately dependant.
2. The extent to which a parent could perceive his/her offspring to be successful or unsuccessful in finding friends and sexual or marital partners.
3. The extent to which a parent perceived the late adolescent to be loyal toward his/her parents should he/she leave home.

Stierlin et al (1972) and Stierlin (1980) developed these ideas further by describing three "transactional modes" which they thought existed in families with problems. The first transactional mode they described was the "binding mode". In this mode the parents interacted with the young person in a way which kept him/her tied to his parents. Stierlin et al (1972) suggested this could be done by:-

1. Spoiling and infantilising the young person.
2. "Cognitively binding" the young person so he/she could not identify what he/she felt, needed or wanted.
3. Creating such intense loyalty that the individual felt so guilty on leaving home that he/she had to destroy him/herself or return to his/her parents.

The second transactional mode Stierlin et al (1972) described was "delegating". In this the young person was encouraged to move out of the parental orbit up to a point, but a strong bond of loyalty was maintained which influenced what the young person did. The third transactional mode was called "expelling". In this Stierlin et al (1972) saw the young person being subjected to neglect and rejection and being considered a nuisance and hindrance by his/her parents.

The suggestions of the psychotherapist described so far have been used by many other therapists as a basis for developing interventions with late adolescents, young adults and college students who are having difficulties. (eg Berkowitz 1979, Fulmer, Meddie and Lord 1982, Kraemer 1982, Madanes 1980). Some have extended the ideas. For instance Berkowitz (1979) believed that the reasons the types of interaction patterns described by Stierlin arose was because the parents had few friends and interests outside the family and had difficulty

developing independence from their own parents. Fulmer et al (1982) pointed out that the developmental stage of the parents needed to be considered in viewing the family pattern. They suggested that the parents relationship with their young adult was affected by how well they were meeting or resolving developmental tasks such as "the midlife transition" or the "generativity - stagnation polarity." Bowlby (1979) believed that if the adolescent was happily and securely attached to his/her parents it would be easier for him/her to leave home.

A summary of some of the hypotheses which can be derived from the developmental and psychotherapeutic approaches are as follows:-

1. During young adulthood people move away from their parents both physically and emotionally, (eg Erikson 1968, Blos 1962).
2. That the young adulthood "transition" is a traumatic and difficult period, (eg Freud 1958, Bloom 1980, Levinson 1978).
3. That the quality of the parents marital relationship effects the social and emotional adjustment of the young adult, (eg Haley 1980).
4. That the parents' views on their separating child's competence in assuming the adult role and

their encouragement to develop independence will affect how successfully the child moves to adulthood, (eg Stierlin et al 1971).

5. That the quality of the child's relationship with his/her parents as he/she is growing up will effect the child's transition to adulthood and adult functioning, (eg A Freud 1958, Bowlby 1979, Bloom 1980).

6. That open communication between parent and child will lead to easier separation at adolescence, (Haley 1980, Stierlin et al 1971,1972).
7. That the parent's experience with his/her parents and his/her range of interests outside the family will effect how he/she relates with his/her adult child; (Bloom 1980, Berkowitz 1979).

However the research base which both psychotherapists and life span developmental theorists use for developing their ideas is minimal. Most rely on their own experience and/or the ideas of other writers in the field. In the case of psychotherapists, their orientation is based on the experiences of "troubled" young adults with questionable relevance to "healthy" parents and young adults. Thus the ideas which have been described so far need to be viewed cautiously.

Research about parent/young adult relations.

A number of researchers have recognised the need for better methodology and consideration of healthy functioning in research about parent/young adult relations. The relevant research will be assessed by considering how it tests the hypotheses set out in the previous section.

The first hypothesis which was described was that during young adulthood, people moved away from their parents both physically and emotionally. Pertinent research focuses on the age at which young adults leave home, how young adults define leaving home, the effects of prolonged education, the amount of contact between parents and a child who has left home, and the feelings children who have left home have about their parents.

The writer has found two sources of demographic information concerning when young people leave home. The Central Policy Review Staff and Central Statistical Office (1980) in Britain reported that in 1971 most sixteen year olds lived at home. By the age of twenty-four they found that three quarters of young women and half of young men had married and set up their own home. However three quarters of those who were not married at twenty-four lived with their parents. Thus it seemed that most people did not leave home until they married. Similarly Hill (1977) found that government information about income dynamics in the United States

showed that fifty percent of young adults had left home by the age of twenty-one with marriage again being the predominant reason for leaving. No comparative information was available for New Zealand.

Another perspective on when people leave home was provided in a study by Neugarten and Moore (1968). In a survey looking at how the timing of events in the family life cycle varies with socioeconomic status, they found that for both men and women the higher the social class, the later in life leaving the parental home, marriage, birth of the first child and birth of the last child occurred. This pattern depended primarily on the age at which a person finished formal education. An implication of this is that the relationship between young adults and their parents can vary depending whether the child is a student or an employee. The impact of prolonged student status was studied by Finkelstein and Carter (1983) who compared economically dependant students with economically independant nonstudents. They found that the students were more emotionally dependant, had lower self esteem in some areas and were less vocationally developed. The authors did not look at the subjects' relationship with their parents but did suggest that the college experience might not be as positive as generally believed because it prolonged adolescence.

An important factor in considering the previous studies is the interpretation of "leaving home". Moore and

Hotch (1981, 1983) carried out two studies aimed at determining what young adults defined as leaving home and what factors were considered to be most important in describing leaving home. A further analysis of the ratings of twenty possible definitions found eight relevant areas. These are set out in Table 1-4 with the items that defined them. Ratings of these definitions on bipolar adjective scales found that personal control and economic independence were perceived as being positive ways of separating from the family. However emotional separation, dissociation and school affiliation were viewed negatively and were seen as contraindicated of real separation.

The studies discussed so far point out that many young adults continue living with their parents beyond eighteen years of age, that prolonged education may prolong the young adult's dependent status and that emotional or physical separation from parents is not considered an essential aspect of leaving home. However these studies do not describe what actually happens when people leave home.

Bearing on this Schroeder (1978) studied the present contact and expectations for future contact between 396 male and 722 female students and 1,433 parents. The actual amount of contact was not described, but it was found that parents were more involved in maintaining intergenerational contact and tended to expect more

Table 1-4

Possible definitions of leaving home developed by
Moore and Hotch (1981, 1983).

1. Personal Control:
 - Less parental control
 - Make own decisions
 - Must do things for self now
 - Feel mature enough
 2. Economic Independence:
 - Financial independence
 - Have a job
 3. Residence:
 - Have all my belongings with me
 - Live in a different place
 - Moved to an apartment
 4. Physical Separation:
 - Distance from home
 - Physically away from home
 - Family is not here
 5. School Affiliation:
 - Dorm is the centre of life
 - Consider school to be home
 6. Dissociation:
 - Won't go back each summer
 - Broken the ties
 7. Emotion Separation:
 - Feeling of being a visitor when at home
 - Feeling of not belonging at home anymore
 - Don't feel close to family
 8. Graduation:
 - After Graduation
-

intense involvement than adult children. Sex and religious differences were apparent and the authors pointed out that the findings suggested that conflict over regularity of parent - adult child communication could occur in the future of many of the families studied. A New Zealand study (New Zealand Dept. of Statistics 1978b - p139) looked at the amount of contact between rural woman and their grown children.

Eighty-seven percent of the sample maintained regular contact (unexplained) and only 0.2 percent hardly ever had contact.

The quality of the relationship between young adults who had left home and their parents was examined by Sullivan and Sullivan (1980). They compared students who had left home with students remaining at home. They found that separation resulted in increased affection, communication, satisfaction and independence in the students relation to their parents. Pomerantz (1982) also found a trend to healthier, warmer and more satisfactory relationships among college students who lived away from home compared to those who lived with their parents.

Changes in the relationship between parent and adult child over the entire life-span was examined by O'Neill and Reiss (1984). They developed a Parent Perception Inventory designed to assess the adult's individuation from the mother, idealization of the mother and perceptions of competency in the mother. They found

that the process of individuation was not completed during adolescence but rather continued through life, with marriage and the birth of children being particularly important events. They noted that further changes occurred in the relationship as the mother became elderly.

Thus the first hypothesis that adolescence and young adulthood is when people separate from their parents both physically and emotionally has not been completely verified. Instead it seems that individuals vary greatly in the age at which they leave home and once they leave home their relationship continues to change with the influence of various life events.

The second hypothesis was that adolescence and young adulthood were a period of rebellion and painfulness for parents and children. This viewpoint has existed for many years (eg Freud 1958, Blos 1962). However a longitudinal study by Offer and Offer (1975) challenged the idea. The sample were sixty-one typical middle class, North American males from the Midwest who were followed through from fourteen to twenty-two years of age. The researchers found that although the parents reported that bickering over house rules and limits occurred, it was not traumatic for those involved. In fact outside the home the allegiances of the young adult followed the basic values of the parents. Tolar (1968) also found that the attitudes of college students were similar to their parents. A sample of British youth

(Central Policy Review Staff - 1980) found that eighty percent claimed to get on well with their parents with the main cause of any friction being clothes, hairstyles and evening activities. Another British study (Review Group on Youth Services - 1983) found that while some young people were constantly striving to get away from home and parental supervision, it was also an important base of safety for most, and parents were a primary source of advice about personal and general problems.

Thus it seems that adolescence is not traumatic for everyone. The variation in experiences can be explained by three developmental routes which Offer and Offer (1975) formulated. They found that twenty-three percent of their sample made a smooth growth towards adulthood (continuous growth group), thirty-five percent of the subjects showed a pattern of growth exemplified by "developmental spurts" (surgent growth group), and twenty-one percent of the sample experienced growing up as a period of "discordance" often reflected in overt behaviour problems (turbulent growth group). The last group were the ones who usually presented for treatment, and provided a basis for a view that adolescence was turbulent. Yet in reality most of the young people in Offer and Offer's sample did not fit that pattern.

A further perspective on young adult/parent relationships is provided in retrospective studies.

Baruch and Barnett (1983) examined adult daughters' relationships with their mothers. They found that in the age group 35 - 55 years most of the subjects had a good relationship with their parents but reported a traumatic time in early adulthood. Hopkins (1982) interviewed forty-seven families and found that thirty-seven percent had experienced significant stress and differences of opinion at the time of leaving home. Grady (1980) also reported that some families in his sample found "the launching stage" stressful.

Thus research on whether young adulthood is a period of stress, misunderstanding and rebellion seems mixed. It seems that some people find it difficult and some people do not. The third hypothesis suggests a possible reason for this variation. This hypothesis was that the quality of the parents marital relationship effected the emotional and social adjustment of the young adult. Westley and Epstein (1970) provide the most substantial evidence to support the importance of the parents marital relationship. They were interested in what led to emotional health in young people. They studied the families of ten "emotionally healthy" and ten "disturbed" college students', selected from a group of ninety-six subjects. They examined the family organization along such dimensions as status, division of labour and authority structure. As a result of their research they stated:- "Our most important finding was that children's emotional health is closely related to the emotional relationship between their parents. When

these relationships were warm and constructive, such that husband and wife felt loved, admired and encouraged to act in ways that they themselves admired the children were happy and healthy. Couples who were emotionally close, meeting each others needs and encouraging positive self-images in each other, became good parents. Since they met each other's needs, they did not use their children to live out their needs; since they were happy and satisfied, they could support and meet their children's needs; and since their own identities were clarified, they saw their children as distinct from themselves. All this helped the children become emotionally healthy people." (Westley and Epstein 1970 - p 158)

This finding fits with the work of family therapists such as Haley (1980), Shierlin (1971,1972), and Berkowitz (1978) who often concentrated on improving the parents marital relationship. The idea is also supported by Teybor (1978). He compared the psychological adjustment of college students' with the two person relationship which the student considered strongest in the family. He found that students who viewed the marital dyad as primary were better adjusted. In subjects who were less well adjusted the mother had a primary relationship with the children and this usually meant the children did not develop a close relationship with their father.

Furthermore Offer and Offer (1975), Hays, Blampied, Church & Priest (1980) and Schwartz and Getter

(1980) reported in their studies that the emotional adjustment of the adolescent young adult decreased with increased conflict between the parents. However, while a possible implication of these findings is that the process at separation will be easier if the parent's emotional needs are being met outside the parent-child relationship, this research does not address the parent/young adult relationship directly.

The fourth hypothesis did this by suggesting that the parents' view of their child's competence in assuming the adult role and their encouragement for the child to develop independence would effect how successfully the child to adult transition was completed. Murphy et al (1962) provided some insight into the processes involved. They studied the development of autonomy in the first year of university and it's relation to various patterns of parent - young adult interaction. They interviewed twenty college students four times over a period of a year and interviewed their parents three times. The students were categorized on the dimensions of autonomy (ability to make separate, responsible choices) and relatedness (student described an enjoyable, predominantly positive relationship with his parents). Ratings of high and low autonomy and relatedness resulted in four possible categories. Murphy et al (1962) found that parents of students who were high in both autonomy and relatedness exhibited such qualities as:- an ability to meet their own needs, clarity in values and standards, an ability to communicate these values clearly, the belief that

independence and autonomy were important, tolerance of experimentation with adult behaviour, the acknowledgement that everyone made mistakes, a clear definition of boundaries between parent and child and respect of the child's privacy and ability to cope with real life.

Parents of students with low autonomy and relatedness lacked confidence in the ability of the student to achieve autonomy, were less clear in communicating their values, sometimes showed a discrepancy between stated values and behaviours and tended to perceive the student as an extension of themselves. These families showed a relative lack of communication. Students who exhibited high autonomy but low relatedness usually broke away from assigned family roles on shifting to college resulting in conflict when they returned home. Their parents were able to see their children as separate individuals and identify their assets and strengths but the roles which they assigned to their children were less adaptable and flexible to their growing independence than parents of students who showed high relatedness with their high autonomy.

These parental behaviour and perceptions bear a marked resemblance to those which Stierlin et al (1971) described as being important for healthy functioning in young adults. Westley and Epstein (1970) and White (1980) also found that the amount of independence encouraged by the parents was a significant factor in

predicting emotional health.

It seems likely that the effect of parental perceptions begins during childhood. Research about this is relevant to the fifth hypothesis:- that the quality of the child's relationship with his/her parents as she/he is growing up will effect the child's transition to adulthood and adult functioning. In a fifteen year longitudinal study Zeigler and Musliner (1977) compared "normal" family transactions. They found that the families' interactional concerns when the child was a late adolescent were the same as those at previous points of stress. They described in detail one case where problems with limit setting by the parent were reflected in difficulties with the child at various developmental stages, including young adulthood.

A variety of scales have been developed for assessing the person's memory of parental behaviour. The best known of these are the Parent - Child Relation Questionnaire (PCR - Roe and Siegelman 1963), the Child's Report of Parental Behaviour Inventory (CRPBI - Schaeffer 1965) and the Family Relations Test - Adult Version (FRT-A - Bene 1965). Each of these is described further in Appendix B. Briefly the subjects are requested to indicate their perceptions of their parents behaviour when they (the subjects) were children. The validity of this approach has been assessed by Rosenthal (1963). He found that descriptions of the child - parent relationship obtained

during adolescence correlated significantly with male subject's later memories, however the results were equivocal for women.

The Parent Child Relations Test and Child's Report of Parental Behaviour Inventory have been used in correlational studies comparing perceived parental behaviour during childhood with occupational choice, depression and "identity status" (as measured by Marcia 1966).^{*} The Family Relations Test - Adult Version - A has not been used in research, probably because it requires individual administration. Comparison of the PCR and CRPBI (Burger and Armentrout 1975) found that the two inventories were measuring similar but not identical areas, suggesting that care needed to be taken in comparing findings. Some of the tentative conclusions of research with the inventories to date are:-

1. That depressed adults rate their early parent-child relationship (as measured by the CRPBI) more negatively on dimensions such as acceptance-rejection and autonomy-control (Raskin et al 1971, White 1980, Crook et al 1981).

^{*} [Identity status was a concept developed by Marcia (1966) in an attempt to operationalise Erikson's "ego identity" dimension. In a standard interview the subject's occupational, political and religious commitment were assessed, so that he/she could be assigned to one of four "identity statuses" - identity achievement, identity foreclosure, moratorium and identity foreclosure, Bourne (1978) reviewed the relevant literature. As yet "identity status" has not been compared to current parent - young adult relationships although each of the statuses was defined in the context of parental values and attitudes.]

2. That individuals reared in families where the dominant parent is perceived as Avoiding (as measured by the PRC) are more likely to develop interests in non-person orientated occupations, (Medvene and Schueman 1978).
3. That the relationship between "identity status and the behaviour measured by the PCR and CRPBI is unclear, (Bourne 1978, Jacobsen 1978, Thornwaite 1982).

In a New Zealand study (Kroger 1983) the CRPBI was distributed to 138 first year university students. The fathers of both men and women in the sample were perceived as being more rejecting, enforcing and "hostilely detached" than the mothers. Mothers were reported to be more child centred, positively involved, intrusive and possessive than fathers by both sons and daughters. In addition, sons perceived their mothers to be more lax in discipline than fathers, while daughters found their mothers to be more accepting and controlling than their fathers. Kroger (1983) reported that these findings were similar to those found with a sample of American students.

This writer has not found any studies which directly compare these scales with the quality of the present child-parent relationship. So as yet all that can be said about the fifth hypothesis is that some parental behaviour during childhood could possibly be related to (a) later depression in young adulthood and (b) vocational choices.

The sixth hypothesis was that open communication between parent and child would lead to easier separation during adolescence. Robin and Weiss (1980) compared distressed and non-distressed mother-adolescent dyads. The distressed dyads were receiving psychological counselling for personal and/or family problems. They found that distressed dyads reported a significantly higher level of anger when discussing issues and significantly more negative communication. Shulman and Klein (1982) also considered communication within families. They used the Reiss Card Sort and Consensus Rorschach to assess thirty-three families presenting for treatment. These tests are designed to assess family interaction and evaluate how members of a family reach agreement. The study found "non coping" families to be relatively ineffective in problem solving. The writer suggested that this pattern was common in family systems which were unable to be flexible in coping with developmental phases, such as separation.

These two studies focused on dysfunctional families. A study of communication in optimally functioning families was provided by Westley and Epstein's (1970) study. They found that families adept at problem solving through communication had few problems and the children were usually emotionally healthy, but non- problem solving families were overwhelmed with problems

and the children were usually disturbed. Westley and Epstein (1970) observed that it seemed to be the father who was the most important figure in problem solution. They suggested that this was because the father usually spent more time away from the family and could thus perceive problems and their solutions in a more detached fashion. The effect of open communication on the parent child relationships was also indicated in Murphy et al's study (1962). They found that parents who communicated openly were more likely to have children who exhibited high autonomy and high interest in maintaining a relationship with their parents. However families where the young adult exhibited low autonomy and little interest in maintaining a relationship showed a relative lack of communication.

The final hypothesis described in the previous section was that the parents own experience of childhood and leaving home and the extent to which they had developed their own interests and skills would effect the child's transition from childhood to adulthood. A major influence on parents is their cultural background. This has been studied by the Review Group on Youth Services (1983). They compared the role of home and parents in British youth with Caucasian, Asian or West Indian parents. They found that both Asian and Indian parents were considered more protective and controlling and their children were more likely to help around home.

The young adults with Asian parents were also more likely to remain dependant on their parents and extended family network for work, marriage and general support and were less likely to be required to or to have the opportunity to make independant decisions.

Apart from these basic cultural factors, Haye, Blampied, Church and Priest (1980) found that parents who reported difficulties with their teenagers also reported more difficulties during their own childhood. However Westley and Epstein (1970) noted in their study that if the parents had a positive relationship the effects of emotional disturbance resulting from early childhood experiences did not seem to effect the children. They suggested that the marital relationship protected the children from the parent's emotional deficiencies.

The relevance of interests outside the home is pointed out by Grady (1980). His study found that the pattern of family stress associated with young adulthood was different when the mother had activities outside the home. It seemed that often such mothers found the first child leaving home difficult. However mothers who did not have outside activities found it much harder when the last child left home.

Westley and Epstein (1970) provided some information about why this might be so. They found that it was the mother who was the key figure in the development of autonomy in a young adult. They suggested that this was because it was usual for the mother to be responsible for day to day decisions about family life because she was usually more involved in the day to day running of the house. Thus she made decisions like where a child could play, or what the child could decide for him/herself. Westley and Epstein suggested it was these types of decisions which encouraged or discouraged the development of autonomy. If Westley and Epstein's ideas are true, then one could expect mothers who were not at home all day to have a different experience of their adult children's moves away from home. Put together these five studies suggest that there could be some merit in the hypothesis that the childhood experiences of the parents' and their interests outside the home may be important considerations in parent/young adult relationships.

Summary

The research into young adult/parent relationships has been reviewed from the perspective of seven hypotheses arising from the thoughts of life span developmental theorists and psychotherapists who work with 'troubled' young adults. The findings so far must be viewed as

tentative, however they do suggest that calling this time a period of separation is possibly inappropriate. For many young adults the relationship does change through shifts in living situations and the assumption of adult roles, but this does not imply that this is the case for all young people, that the relationships stops changing after this point, or that parents do not continue to be important persons throughout adult life. Secondly it seems that the notion that adolescence and young adulthood are times of upheaval for both young adults and parents, while true for some, is not necessarily applicable to all young adults. It also seems that the emotional health of young adults and their adjustment to adult roles are influenced by the parents' marital relationship, the quality of the relationship between parent and child during childhood, and the parents' perceptions of the young adult. The research suggests that open communication and skill at problem solving appear to make this transition period easier for both parents and the young adult. In addition the parents' experiences in growing up and their development of a role outside the family seem to influence the relationship.

These findings can be accommodated by a model which perceives young adulthood as a time of changing roles which are managed more or less successfully depending on

the individuals perceptions of these roles. Factors such as the parents marital relationship, early childhood experiences and patterns of communication can be seen as influences on whether a young adult finds new roles exciting or is afraid to move away from old roles. How he/she feels about these roles will influence whether the process seems easy or traumatic and because there are a wide range of individual experiences there will be a wide range of patterns. Some will change roles at an early age and others will leave it until they are older. Some will find leaving old roles difficult or will be afraid that they will fail at the new roles. Others will find the new roles an exciting challenge. This variation in individual experience explains why there are a variety of patterns. However what is apparent in reviewing the literature is that we know very little about how "normal" families relate, manage a young adult leaving home, maintain contact, communicate or develop an "adult" relationship. It is this area which this thesis hopes to address.

CHAPTER 2

METHODOLOGY

General design

The format of this study was essentially exploratory. It was designed to enable as much flexibility as possible without presupposition as to what was important in parent-child relations. The aim was to gather as much descriptive data as possible, and from this to derive themes which could be developed more specifically in later research. The research design consisted of two stages:-

- (1) An initial overview obtained through a questionnaire.
- (2) Indepth information gained from face to face interviews.

In order to reduce the size of the study the age range was restricted to 16 - 25 year olds who had left school. The subject population used was university students.

Subjects and procedure

Subjects were selected using a non-random procedure. Stage I, Stage III and postgraduate students were handed out the questionnaire. (A copy of which is in Appendix A.)

This was done at lectures, laboratory classes and through personal contact, with an explanation that it was research for a M.A. thesis. Questionnaires were returned through posting boxes sited around the psychology department. Due to efforts to maintain the anonymity of respondents (unless they chose otherwise), no record was kept of who had received questionnaires. This meant no follow-up was possible other than announcements at lectures and laboratory classes. Three hundred and eighty-five questionnaires were distributed and ninety-five were returned. This gave a return rate of 24.7 percent. The distribution of questionnaires to each subgroup is set out in Table 2-1.

The limited follow-up and length and nature of the questionnaire probably reduced response rate. It was also possible that a systematic bias in questionnaire returns existed. Unfortunately, a method for determining what this might have been was not used. It should be noted however, that the low return rate, combined with a non-random distribution method meant that any findings from the questionnaires had to be viewed cautiously.

Briefly the subject population answering the questionnaires had the following characteristics:-

- (1) Age; fifty-two percent of respondents were aged between 16 and 19 years, the rest were between 20 and 25 years.

Table 2-1

Summary of questionnaire distribution.			
Subject group	Number of questionnaires handed out	Number of questionnaires returned	Percentage return rate
Stage I			
Psychology	282	63	22.3%
Stage III			
Psychology	66	20	30.3%
Postgraduate Psychology	37	12	32.4%
Total subject group	385	95	24.7%

- (2) **Sex;** thirty-five percent of respondents were male, the rest were female.
- (3) **University and work background;** fifty-four percent of subjects were in their first full-time year of university, eighty-seven percent of subjects were doing undergraduate courses, and twenty-six percent of subjects had worked full-time and/or attended university part-time for at least one year.
- (4) **Marital status;** ninety-four percent of subjects were single, the rest were defacto, separated or divorced.
- (5) **Race;** eighty-nine percent of subjects were European, and the rest were Maori, Chinese or Indian.
- (6) **Religion;** thirty-three percent of subjects were committed to some form of Christianity. The rest indicated they were not committed to a religion.
- (7) **Living situation;** forty-five percent of subjects were living with one or both parents, thirty percent of subjects were flatting, fifteen percent of subjects lived in a hostel, six percent of subjects lived in their "own home" and nine

percent of subjects had other forms of living situation.

- (8) **Parents;** eighty-one percent of subjects parents were married at present, eight percent of subjects had one parent dead and five percent of subjects were adopted.

Further details about the subjects are in the third chapter.

The subjects for the second stage of the study were obtained by asking questionnaire respondents to fill in their name and address if they were prepared to do a face to face interview. Fifty-three respondents did this - over half the total returns. Due to time constraints it was not possible to interview all these subjects. Instead a group of twenty-four were selected.

Selection was made in three stages. Initially a global assessment was made of a volunteer's relationship with his/her parents through perusing the questionnaire. From this the subjects were grouped into the categories of poor relationship, good relationship, and average or mixed relationship. Unfortunately a second person was not used to get a reliability check of these ratings. However, a later comparison found that the scores on a global assessment of the relationship with each parent, and an assessment of interpersonal stress with each parent, were able to categorise subjects in the

same way. Further elaboration of this is set out in the results chapter.

The second stage involved selecting eight subjects within each relationship category. Primary consideration was given to interviewing one person at each age level from 18 - 25 years. When a particular age group was unavailable, a person of the same relationship category and as near as possible in age was selected. The third stage of selection was the result of some age groups containing more volunteers than it was possible to interview. In this case selection was made on the basis of which subject was first able to be contacted by telephone. Table 2-2 describes the subjects who volunteered to be interviewed and those who were interviewed.

Table 2-2

Summary of volunteers for interviews in each age group and relationship category.*

Age of subject in years	Poor relationship with parents	Mixed/average relationship with parents	Good relationship with parents	TOTAL
16	1	-	-	1
17	1	1	2	4
18	4 (3)	7 (1)	4 (1)	15 (5)
19	-	5 (1)	2 (1)	7 (2)
20	2 (2)	4 (2)	6 (1)	12 (5)
21	1 (1)	2	1 (1)	4 (2)
22	-	1 (1)	1 (1)	2 (2)
23	1 (1)	-	-	1 (1)
24	-	-	2 (2)	2 (2)
25	1 (1)	3 (3)	1 (1)	5 (5)
TOTAL	11 (8)	23 (8)	19 (8)	53 (24)

* Figures in brackets are the number of subjects who were interviewed.

Questionnaire design

A twenty-seven page questionnaire was designed to elicit information about the respondent's relationship with his/her parents. (Refer Appendix A for a copy of the questionnaire.) This consisted of three sections. The first section was designed by the author to elicit relevant background information about the respondent. The other two sections were scales devised by Klos and Paddock (1978), and Klos and Singer (1981) for assessing the quality of the subject's communication with his/her parents and level of interpersonal stress with his/her parents.

A number of other scales were considered for use in the questionnaire. Those which could have been appropriate, but were not used are outlined in Appendix B with reasons for their exclusion. The scales by Klos and Paddock (1978) and Klos and Singer (1981) were used because they:-

- (1) looked specifically at the subject's present relationship with his/her parents,
- (2) were relatively easy to administer, and
- (3) were appropriate for the subject population.

A further discussion of each scale and the alterations which were made for use with this study follows.

Background Information Questionnaire (BIQ)

The BIQ was designed by the writer to gather basic information about the subjects and the environment they came from. Relevant questions were determined from background reading and a pilot study consisting of four in-depth interviews. Basic demographic information about the subject and his/her parents was collected.

This included questions about the following variables:-

age, sex, years of study, years of employment, university course, occupation if part-time student, marital status, number and age of children, race, religious commitment, living situation, age of siblings, biological relationship to parents, age of parents, last paid occupation of parents, parents' marital status, and whether the parents had emigrated to New Zealand and if so, how long ago.

The basic demographic information was expanded with questions about:-

- (1) whether the person felt he/she had left home,
- (2) how happy the subject was most of the time,
- (3) the amount of time the subject had lived away from home if he/she was living at home at present,
- (4) the amount of contact with parents the subject had through visits, letters and phone calls while living away from home,

- (5) financial support received from parents and how essential this was for maintaining the subject's present lifestyle,
- (6) parent's friendships, and
- (7) the quality of the relationship the subject had with each parent.

Every effort was made to allow for all possible family situations - for example adopted child, step parents, dead parent, and guardian. It was considered important to look at the range of people's experiences unrestricted by ideas about what the 'normal' family was. Consideration was given to asking for further information about the subject's satisfaction and happiness with life, and whether the subject and/or his family members had received counselling. However, it was decided that respondents might feel reluctant to volunteer this information in the context of the study and this aspect was excluded.

Due to an oversight a question about siblings was not included in the original version of the questionnaire. As a result Stage I and Stage III subjects were asked verbally to write this information on the front of their questionnaire. Unfortunately not all subjects remembered and an extra question was stapled onto the questionnaires distributed to postgraduate subjects.

Relationship Status Scales (RSS)

The RSS consists of nine scales designed for assessing the vitality of late adolescents' relationships with their parents (Klos and Paddock 1978). A modified version of the scales is set out in Appendix A. The original scales were constructed to encourage further theory development and research on parent - adolescent interaction. Klos and Paddock (1978) suggested that the scales be used for assessing the effectiveness of intervention, for establishing what correlated with high and low status relationships, and for assessing typical patterns of behaviour. The scales were developed from teaching experience with college students, and an analysis of structured interviews with late adolescents. Klos and Paddock (1978) proposed three important areas for evaluating relationship status. They assumed that:-

- (1)...a dyadic relationship is enhanced by the revelation of persisting feelings, basic needs and values, and recurring extra-relationship behaviours that are relevant to the relationship; ...
- (2)...that critical feedback is useful for discovering discrepancies between self image and others' perceptions and often promotes personal or relationship change; ...
- (3)...the constructive resolution of interpersonal tensions...[consists of]...the expression of feelings along with the search for a mutually acceptable resolution," (Kloss and Paddock 1978, p 355).

As a result they hypothesized that the developmental status of a relationship covaried with:-

- a. tactful self disclosure despite risk of disapproval,
- b. discriminating openness to critical feedback,
- c. and constructive confrontation.

They pointed out that these ideas were consistent with the work of Rogers (1959, 1961, 1970, 1972, 1975), Gordon (1970), Guerney (1977), and Ginsberg (1977).

The strategy for assessing these areas of relationship status would ideally be actual observation of subjects. However this is often not practical, and instead Klos and Paddock (1978) devised a protocol in which subjects were presented with narratives of nine parent - adolescent dilemmas. Subjects were asked to imagine each situation, anticipate their most likely behaviour, and compose a response to be said directly to the parent involved. The validity of this approach has been supported by the work of people such as Mischel and Bentler (1965), and Shraeger and Orbell (1981). They suggested that people can reliably predict their own behaviour when asked in advance.

The RSS takes about forty minutes for subjects to fill in. The summaries of the situations respondents are asked to imagine and respond to are as follows:-

1. Mother tactfully gives some personal feedback: "I think that you have the tendency to drop a friend as soon as the novelty wears off."
2. The subject is to assume that he/she is dating someone who has a particular characteristic for example someone of another race, which would upset mother, if she knew. The subject would like to be able to disclose this experience and wonders whether and how to do it.
3. Mother persists in opening her son's/daughter's mail. The subject is asked to assume that mother has been advised by her physician to avoid upset and tension.
4. Mother and father tactfully give some personal feedback: "You do not seem to listen to what another person has to say, as though you already knew the other person's view."
5. The subject must decide whether and how to express his/her own position on a social-political issue in a delicate situation involving both parents and some visiting relatives.
6. The subject must decide whether and how to his/her parents whose fighting is affecting the whole family.
- 7, 8, 9. These situations are the same as 1, 2, 3, except that the parent involved is father.

As can be seen, situations 1 & 7, 2 & 8, 3 & 9 are the same, but addressed to a different parent. Klos and Paddock (1978) did this in order to elicit whether there was a different relationship with each parent. In addition, to control for the level of risk in disclosing one's "dating" behaviour to parents in situations 2 & 8, the subject is asked to indicate characteristics in a "dating partner" which might upset his or her parents. Furthermore a list of social political issues from which a subject chooses one with the most personal relevance or interest is given to control for interest in a social political issue in situation 5.

Scoring of the RSS is done with a set of example anchored scales, a technique developed by Taylor et al (1970, 1972). The full set of scoring scales is contained in Appendix C. Table 2-3 sets out an outline of how the original judges, who developed the example anchored scales, perceived attitudes and behaviour to change across each continuum. Klos (personal correspondence) recommended that scoring be done by averaging the scores of two independent raters. He pointed out that reliability decreases with the extent that a researcher's personal values or beliefs are in conflict with the basic assumptions, or to the extent the rater is fatigued, inadequately motivated, trained or monitored.

Validation of the scales was carried out in three studies with Caucasian college students, evenly divided

Table 2-3

Attitude and behaviour changes across each continuum of the example anchored scales in the RSS.

Openness to Feedback (Situations 1, 4 and 7)

High scorers have the attitude that personal feedback is appropriate from parents and might be useful for altering one's behaviour or correcting one's self-image; low scorers have the attitude that personal feedback is unnecessary, intrusive, or inappropriate for someone of college age.

High scorers have the attitude that the feedback might be accurate and should be thoughtfully considered despite initial doubt; moderate-high scorers too readily accept the feedback without due consideration; low scorers respond with outright rejection of the feedback.

High scorers respond by mentioning that self-monitoring or increased consideration of the behaviour will occur in the future; low scorers respond with hostility.

Disclosure Despite Risk (Situations 2, 5 and 8)

High scorers and some moderate scorers put a high priority on acting in accord with "the courage of one's convictions" despite the risk of disapproval or conflict; low scorers put a high priority on conflict-avoidance.

High scorers try to be tactful and nondefensive, while disagreeing with another person's belief or behaviour -- but not rejecting the other person as a whole; moderate scorers often are defensive or somewhat divisive; low scorers often are deceptive.

continued on next page...

Table 2-3 continued

Constructive Confrontation (Situations 3, 6 and 9)

High scorers believe that persistently annoying behaviour should be confronted; low scorers avoid confrontation and try to cope somehow.

High scorers state the unpleasant consequences of the parent's behaviour and make a firm but tactful request for a change in behaviour; moderate-high or moderate scorers are less likely to inform the parent about why his/her behaviour is annoying or are less firm and tactful about requesting a change in behaviour.

High scorers show respect and concern for the parent in addition to expressing anger or displeasure; moderate-low scorers often are just hostile; low scorers often are resigned to an unpleasant relationship.

from personal correspondence with Klos - 1984

by sex and with both parents alive (Klos and Paddock 1978). A summary of the findings are:-

1. High internal reliabilities were found for each scale.
2. Scores on each scale approximated a normal distribution.
3. Each measure of relationship status was independent of a tendency to give socially desirable responses.
4. No sex differences, age differences or interactions occurred on any measure of relationship status.
5. High internal consistency was found within scales.
6. No sequence effects occurred.
7. A positive and significant correlation was found between each aspect of relationship status, and the late adolescent's perception of his/her mother or father as being warm and accepting, as measured by the Parent-Child Relations Questionnaire (Roe and Siegelman 1963).
8. The scores for one particular criteria of relationship status had higher correlations among

themselves than with the six scores of the other two criteria for assessing relationship status.

9. Scores of relationship status with mother and father by the late adolescent correlated with ratings by each parent as to their child's response.
10. Social class (and possibly academic achievement) had a small but significant effect on the relationship status score.
11. Disclosure despite risk of parental disapproval correlated negatively with evaluation anxiety (as measured by the Fear of Negative Evaluation Scale - Watson and Friend 1969) and positively with assertiveness (as measured by the College Self Expression Scale - Galassi et al 1974).
12. Openness to critical feedback from parents correlated with empathy for people in general (as measured by the Empathy Scale - Hogan 1969).
13. Constructive confrontation with parents had moderately high correlations with the parent items on the assertiveness scale and moderate correlation with the full scale (as measured by the College Self Expression Scale - Galassi et al 1974).

It was decided to use these scales in this study as, although they were still at an experimental stage, they seemed the most relevant set of scales available at the time the research was begun. The main reasons for their use were:-

1. They dealt with the present relationship of parent and child, rather than looking at the past.

2. The scoring of the scales appeared not to require New Zealand norms.
3. The scales had been devised particularly for the age group and population that this study was looking at.
4. They could be administered to just one member of the family and still elicit useful information.
5. The scales had been compared to both parental report of possible response and Roe and Siegelman's (1963) Parent Child Relations Questionnaire, both

of which had been considered for use in the study
-refer Appendix B.

6. Finally - there seemed to be some evidence of construct validity exhibited by the pattern or correlations among the scales themselves and between the scales and (a) the subject's rearing style, (b) ratings by parents, (c) evaluation anxiety, (d) empathy for people in general, and (e) assertiveness. (Klos and Paddock 1978).

Some disadvantages which were noted before the study was begun were:-

1. There could be some resistance from potential subjects to filling in a questionnaire which looked long, took some time to fill in and required original thought.
2. The situations as described might not occur in many of the respondents families.
3. The questionnaire had certain Americanism's which would need altering to make it acceptable to New Zealanders.
4. Scoring could be difficult and time consuming.
5. The attempts to control for level of risk in situations 2, 5 and 8 seemed inadequate.

6. The questionnaire assumed the respondent was single, a university student and interested in parties and mixing with friends.
 7. The questionnaire assumed that the respondent interacted reasonably frequently with his/her parents in order to be able to judge with reasonable accuracy how he/she was likely to respond.
-

For this study several alterations were made to the RSS (refer Appendix A for the version used). However, every attempt was made to maintain the original intent of the scales. The instructions about how to fill out the assessment scales were altered to fit into the context of the overall questionnaire, and were as follows:-

This section has been designed to look at the ways in which young adults communicate with their parents. It contains nine social situations where you are asked to imagine that a certain set of circumstances occurs in your family. Although you may not have experienced these precise situations, make an effort to imagine what you would say or do if this situation occurred. It is important to state what your most probable behaviour would be - even if your own family is very different or you have been away from home for a while.

A major change was to make the language suit the New Zealand idiom and a subject population who were not necessarily students. This included alterations to the characteristics in a "dating partner" which might upset the subject's parents, and to the list of social political issues from which a subject chose one with the most personal relevance or interest. Scoring methods for this study are discussed in the scoring and coding section.

Interpersonal Stress with a Parent Scale (ISP)

The ISP was a measure developed by Klos and Singer (1981) for assessing a late adolescent's feelings and perceptions pertaining to recent interactions with one parent. It consists of 15 items which were designed to assess the extent of interpersonal conflict between parent and adult child and determine the degree of satisfaction of interpersonal needs such as acceptance, recognition and support (refer Appendix A for a modified version of the scale). The particular items were selected from interview data with college student's. Interactions with parents that resulted in satisfaction or distress were identified and put into question form. On the original protocol the subject was asked to tick which type of interaction occurred during the most recent three to seven day period when the subject lived with his/her parent. Scoring was unclear, but a simple index for interpersonal stress could be obtained by assigning a numerical value to each level of interaction and

summing the result. Klos and Singer (1981) stated that research with a sample of 106 college students showed moderately high internal consistency, high stability after four weeks, no correlation with an index for measuring tendency to give socially desirable responses, no sex differences when the same-sex parent was the target person and scores which approximated a normal distribution.

An adaptation of this scale was used in the present study. There were several problems with the original scale, including: complex wording, consideration of behaviour at only one point in time, minimal psychometric evidence, and an assumption that the student probably lived away from home and visited regularly. The present study required a more general assessment of interpersonal stress with parent. As a result, wording was changed to allow a description of the respondents interaction with his/her parents most of the time. Furthermore, phrasing was simplified and one item which seemed confusing to New Zealanders was omitted. The scale was set out so that both father and mother could be described at the same time.

Because of the changes made to the scale the original findings on internal consistency, social desirability and sex differences could not be readily applied. However, it was felt that the modified version was more relevant to the present study and had face validity.

Interviews

Interviews were used to get more in depth information about the types of parent-child relationships which existed. Subjects were selected as outlined earlier in this chapter. They were contacted by phone three to six months after the questionnaire had been filled in.

(This length of time was necessary for administrative reasons but did mean that sometimes the person's situation had changed between the time of questionnaire completion and the interview.) An explanation about what would be involved in the interview was given, and if the subject was able to attend, a time suitable to both parties was arranged. Subjects were given freedom not to be interviewed, however only one declined. Interview's were conducted in a quiet, private room in the psychology department.

Twenty-four subjects were seen for an interview ranging in length from fifty minutes to two hours, with the modal length being one hour and ten minutes. Subjects were asked to return for a second interview of ten to twenty minutes to clarify any details which had not been elucidated in the first interview. Twenty subjects returned for the second interview.

Interviews were loosely structured. At the beginning an explanation of the purpose of the study was given. Subjects were told they did not have to answer any

question which seemed too personal. An interview schedule was developed covering a wide range of areas. The major focus of questions was on the present relationship between subject and parent with some history about how this had developed, and how he/she expected it to change in the future. A copy of the interview schedule is in Appendix D. This was used as a basic outline, but was adapted to suit individual requirements. Questions were left out when they seemed inappropriate, or would possibly decrease rapport because the subject would find them too personal. The actual wording of the question varied in an effort to elicit the relevant information.

Coding and Scoring Procedures

Questionnaires

Protocols were coded by the writer and coding was carefully checked at all stages. In most cases codes were easily ascribed to the data. More specific details about coding the BIQ and IPS (Background Information Questionnaires and Interpersonal Stress with Parents Questionnaires) scales were as follows:-

1. The socioeconomic status of parents was determined from the last paid occupation of each parent using Elley and Irving's (1976) socioeconomic index for men and Irving and Elley's (1977) socioeconomic

index for women. Some occupations were not included in these indexes. When this was the case an attempt was made to match it with a similar occupation. If this was not possible it was coded seperately.

2. A typing mistake on the question about level of happiness meant that level three was typed twice and level two was missed out. It was assumed that respondents were able to interpret the error and the three at level two was coded as two.
3. The wording of the question about years of fulltime study, part time study and fulltime employment meant that subjects varied in whether they included the present year of study. As much as possible this was determined by assessing the remainder of the questionnaire, particularly the course the subject was doing. Coding was designed so that it included the present year of study.
4. In some cases contact with home was unclear as the number of visits were left blank. This was coded as there being no contact with parents, however such an interpretation may have been incorrect.
5. On the ISP questionnaire, some respondents ticked two responses for one parent. The response coded was the one closest to the other parent, unless this made them the same - in which case the other response was coded. Fortunately no one with only

one parent did this.

For the third section of the questionnaire (the Relationship Status Scales) it was necessary to use a second coder because the scoring was based on subjective judgement. The criteria used for coding were the example anchored scales discussed in the section about the RSS. These are in Appendix C. Training involved a discussion between the coders to ensure they understood the example anchored scales in the same way. This was followed by each coder independently scoring four questionnaires filled out during a pilot study. Scoring differences were discussed until agreement was reached. The two coders then scored the ninety-five questionnaires independently. No further discussion about coding criteria was carried out. Those responses which were not codeable because, either, they did not fit the criteria available or because the respondent had misunderstood the question, were considered missing values. Similarly when the respondent indicated he/she would respond in the same way as a previous answer it was considered a missing value. Scoring for this particular section was very time consuming and took at least twenty hours for each coder.

Interviews

Recording of each subject's responses was achieved by taking notes in interviews and then writing these out more extensively soon after the interview. It was decided not to use a tape recorder as transcribing it

would have been a time consuming process and it did not edit irrelevant material. Writing notes took at least two hours per subject. Every attempt was made to maintain the subject's wording. It was planned to send a copy of the case study to each subject for verification but unfortunately lack of time meant this was not possible.

Analysis of Data

A large number of variables were obtained from the questionnaires. These are set out in the next section. Analysis was carried out using the Statistical Package for the Social Sciences (SPSS) adapted for use on Prime 400 and higher computers under the PRIMOS operation system by Prime Computer Inc. (Hull & Nie 1981). Initial analyses focused on frequencies, crosstabulations and correlations. Following this seven measures for assessing a subject's relationship with his/her parent(s) were formed, (communication-competence, stress-parents, rating-parents, stress-mother, rating-mother, stress-father, rating-father). Multiple regression analyses for these seven measures were undertaken using a set of twenty variables obtained from the background information questionnaire and considered to be possible predictors of parent/young adult relationships. A further multiple regression analysis for the happiness variable using the remaining nineteen predictor variables was carried out to assess interactive effects.

To further clarify what characteristics might predict a subject's relationship with his/her parents discrimination function analyses were performed. Those subjects receiving the top and bottom twenty-five percent of scores on each of the "relationship with parents" measures were compared to determine which of nineteen predictor variables could be used to distinguish between them. However some of the background variables were only relevant to a subgroup of the subjects. As a result these were not included in the multiple regression and discriminant function analyses. Instead product moment correlations were used to examine possible significant relationships.

The twenty four in-depth interviews were content analysed and the results used to elaborate findings from the questionnaire. A number of points which arose and were not examined in the questionnaire are described in the second section of the results chapter.

Scanners Note: there is no p74 in the original thesis.

Definition of dependant and predictor variables.

Variables obtained from the background information
questionnaire (Section 1).

Subject's age Age of subject expressed in years.

Sex Sex of subject

University course The type of university course the
subject was doing. Subject's doing
a course consisting of Stage III
Psychology were classified as doing
an undergraduate arts degree. Those
doing nursing, teacher's college,
law or social work were considered
to be doing a professional course.

Course level Level of psychology which the
subject was doing. The three
possible categories were Stage I,
Stage III and postgraduate.

University commitment Referred to whether the subject
was attending university full time
or part time.

Time away from university Referred to whether the subject had at some time studied part time and/or worked in full time employment during the academic year. It was a summary variable gained from combining questions on part time study and previous employment.

Marital status Subject's marital status.

Children Referred to whether subject had children.

Ethnicity Subject's stated ethnic origin.

Religion Referred to subject's stated commitment to a particular religion.

Siblings Number of siblings subject reported. Due to the initial omission of this question this information was not known for many of the subjects. Age and sex of siblings were not analysed due to response variation. (N=53)

Living situation Referred to whether the subject lived away from both his/her parents, or lived with at least one parent.

Living Situation
(parents Ch.Ch.) Referred to the living situation of those subjects who had at least one parent living in Christchurch. (N=56)

Left home This was the subject's personal view of whether he/she had left home, independent of his/her present living situation.

Time away from home Referred to whether a subject who was living with his/her parents had lived away from home previously.

Contact with mother Referred to contact that a subject who lived away from home had through visits, letters and phonecalls with his/her mother.

Contact with father Referred to contact that a subject who lived away from home had through visits, letters and phonecalls with his/her father.

Regularity of contact (both parents live elsewhere) Was a summary variable of contact with mother and contact with father for those subjects who had no parents living in Christchurch. Contact was described as regular if the subject indicated that he/she visited, telephoned or wrote to his/her mother and/or father at least once every two weeks. If the subject indicated that his contact with his parent(s) occurred less than every two weeks (including those subjects who gave no response) the contact was described as irregular.

(N=35).

Parents' residence Referred to whether the subject had at least one parent living in Christchurch. The variable was a combination of information obtained about the residence of each parent.

Mother living Referred to whether the subject's mother was alive.

Father living Referred to whether the subject's father was alive.

Parent living Referred to whether one or both parent(s) were living.

Mother's age Referred to mother's age. This was grouped into the following categories.

- (1) 31-35 years
- (2) 36-40 years
- (3) 41-45 years
- (4) 46-50 years
- (5) 51-55 years
- (6) 56-60 years
- (7) 61-65 years
- (8) 66-70 years

Father's age Referred to father's age. This was grouped into the same categories as those for mother's age.

<u>Parent's marital status</u>	Parent's marital status.
<u>Biological relationship</u>	Referred to whether the subject's parents were his/her biological parents.
<u>Mother's SES</u>	Socioeconomic status of mother as determined from mother's last paid occupation using Irving & Elley's (1977) socioeconomic index for women in New Zealand.
<u>Father's SES</u>	Socioeconomic status of father as determined from Elley & Irving's (1978) revised socioeconomic index for men in New Zealand.
<u>Many friends (mother)</u>	Referred to whether the subject described his/her mother as having many friends.
<u>Many friends (father)</u>	Referred to whether the subject described his/her father as having many friends.
<u>Mother's country of origin</u>	Referred to mother's country of origin if the subject reported that his/her mother emigrated to New Zealand.

<u>Father's country of origin</u>	Referred to father's country of origin if the subject reported that his/her father emigrated from New Zealand.
<u>Parents' cultural background</u>	Referred to whether both parents emigrated to New Zealand from another country.
<u>Mother's time in New Zealand</u>	Referred to mother's length of time in New Zealand if she emigrated.
<u>Father's time in New Zealand</u>	Referred to father's length of time in New Zealand if he emigrated.
<u>Financial support</u>	Referred to whether the subject received financial support from a parent.
<u>Happiness</u>	A global measure of subject's reported level of happiness on a seven point scale. Scores ranged from 7.0 (very happy) to 2.0 (usually unhappy).
<u>Comments (questionnaire)</u>	Subjects' were asked to comment about the questionnaire and/or their relationship with their parents. Sixty-eight subjects wrote something

and thirty-nine of these were concerned with the questionnaire. These were classified into those who had difficulty with the questionnaire and those who were positive about the questionnaire.

<u>Comments (parents)</u>	As described under the previous variable, subjects were asked to comment on their relationship with their parents. Forty-five subjects described their relationship in more detail. Their responses were classified into those who described only positive aspects, those who described only negative aspects and those who described both positive and negative aspects of their relationship with their parents.
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Variables obtained concerning the subject's relationship with his/her parents

<u>Rating of present</u> <u>relationship</u> <u>with mother</u> <u>(Rating-mother)</u>	Referred to subject's rating of his/her present relationship with his/her mother on a seven point scale ranging from one (terrible) to seven (extremely good).
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<u>Rating of present relationship with father (Rating-father)</u>	Referred to subject's rating of his/her present relationship with his/her father on a seven point scale ranging from one (terrible) to seven (extremely good).
<u>Rating of present relationship with parents (Rating-parents)</u>	Referred to the sum of two variables - rating of present relationship with father and rating of present relationship with mother. Only those subjects with two parents alive were considered. Scores ranged from (2) terrible to (14) extremely good.
<u>Understanding (mother)</u>	Extent to which the subject's mother tried to understand the subject's point of view on a 4 point scale ranging from (1) makes a lot of effort to (4) usually does not try.
<u>Understanding (father)</u>	Extent to which the subject's father tried to understand the subject's point of view on a 4 point scale ranging from (1) makes a lot of effort to (4) usually does not try.
<u>Conversations (mother)</u>	Extent to which the subject had good, personal conversations with his/her mother on a four point scale

ranging from (1) very personal or intimate to (4) typically do not have good, personal conversations.

Conversations

(father)

Extent to which the subject had good, personal conversations with his/her father on a four point scale ranging from (1) very personal or intimate to (4) typically do not have good, personal conversations.

Anger (mother)

Extent to which the subject had felt angry with his/her mother in the last six months on a four point scale ranging from (1) seldom feel angry to (4) very angry at least once in the last six months.

Anger (father)

Extent to which the subject had felt angry with his/her father in the last six months on a four point scale ranging from (1) seldom feel angry to (4) very angry at least once in the last six months.

Arguments (mother)

Extent to which the subject had arguments with his/her mother on a four point scale ranging from (1) seldom have an argument to (4) have very heated arguments.

<u>Arguments (father)</u>	Extent to which the subject had arguments with his/her father on a four point scale ranging from (1) seldom have an argument to (4) have very heated arguments.
<u>Affection (mother)</u>	Extent to which the subject expressed affection to his/her mother. Scores ranged from (1) express a lot of affection to (4) usually do not express affection.
<u>Affection (father)</u>	Extent to which the subject expressed affection to his/her father. Scores ranged from (1) express a lot of affection to (4) usually do not express affection.
<u>Emotional support</u> <u>(mother)</u>	Extent to which the subject's mother would give emotional support if the subject needed it. Scores ranged from (1) mother would give a lot of emotional support, to (4) unwilling or unable to give emotional support.
<u>Emotional support</u> <u>(father)</u>	Extent to which the subject's father would give emotional support if the subject needed it. Scores ranged

from (1) father would give a lot of emotional support, to (4) unwilling or unable to give emotional support.

Age appropriate
expectations
(mother)

Extent to which the subject's mother treated the subject as younger than he/she was. Scores ranged from (1) treats subject appropriately for his/her age to (4) treats subject very inappropriately for his/her age.

Age appropriate
expectations
(father)

Extent to which the subject's father treated the subject as younger than he/she was. Scores ranged from (1) treats subject appropriately for his/her age to (4) treats subject very inappropriately for his/her age.

Expression of
appreciation
(mother)

Extent to which the subject's mother expressed appreciation or gave recognition for behaviour directed to her. Scores ranged from (1) expresses appreciation or gives recognition adequately, to (4) very inadequate at expressing appreciation or giving recognition to the subject.

<u>Expression of</u> <u>appreciation</u> <u>(father)</u>	Extent to which the subject's father expressed appreciation or gave recognition for behaviour directed to him. Scores ranged from (1) expresses appreciation or gives recognition adequately, to (4) very inadequate at expressing appreciation or giving recognition to the subject.
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<u>Parent's openness</u> <u>to critical</u> <u>feedback</u> <u>(mother)</u>	Extent to which the subject's mother was open to critical feedback from the subject. Scores ranged from (1) very open to tactful, critical feedback, to (4) not open to critical feedback no matter how tactful.
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<u>Parent's openness</u> <u>to critical</u> <u>feedback</u> <u>(father)</u>	Extent to which the subject's father was open to critical feedback from the subject. Scores ranged from (1) very open to tactful, critical feedback, to (4) not open to critical feedback no matter how tactful.
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<u>Distance/alienation</u> <u>(mother)</u>	Extent to which the subject felt distant or alienated from his/her mother. Scores ranged from (1) seldom or never feel distant to, (4) feel distant or alienated.
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<u>Distance/alienation</u> <u>(father)</u>	Extent to which the subject felt distant or alienated from his/her father. Scores ranged from (1) seldom or never feel distant, to (4) feel distant or alienated.
<u>Conceals beliefs</u> <u>or behaviour</u> <u>(mother)</u>	Extent to which the subject felt he/she needed to conceal beliefs or behaviour from his/her mother. Scores ranged from (1) open about beliefs and behaviour, to (4) constantly careful not to reveal particular thoughts or behaviour.
<u>Conceals beliefs</u> <u>or behaviour</u> <u>(father)</u>	Extent to which the subject felt he/she needed to conceal beliefs or behaviour from his/her father. Scores ranged from (1) open about beliefs and behaviour, to (4) constantly careful not to reveal particular thoughts or behaviour.
<u>Acceptance (mother)</u>	Extent to which the subject felt that his/her mother accepted him/her as he/she was. Scores ranged from (1) completely accepting, to (4) usually unaccepting or would be if she knew the subject well.

Acceptance (father) Extent to which the subject felt that his/her father accepted him/her as he/she was. Scores ranged from (1) completely accepting, to (4) usually unaccepting or would be if he knew the subject well.

Resolution of conflict (mother) Extent to which the subject believed that his/her mother would work towards a compromise if there were a conflict. Scores ranged from (1) eager to find a mutually satisfactory compromise, to (4) does not usually want to compromise.

Resolution of conflict (father) Extent to which the subject believed that his/her father would work towards a compromise if there were a conflict. Scores ranged from (1) eager to find a mutually satisfactory compromise, to (4) does not usually want to compromise.

Improvement of relationship (mother) Extent to which the subject felt that the relationship with his/her mother needed improvement. (1) fully satisfied with relationship, to (4) relationship needs much improvement.

Improvement of
relationship
(father)

Extent to which the subject felt that the relationship with his/her father needed improvement.

(1) fully satisfied with relationship, to (4) relationship needs much improvement.

Stress with mother
(stress-mother)

A sum of the rating of mother on the following variables:- understanding, conversations, anger, arguments, affection, emotional support, age appropriate expectations, expression of appreciation, openness to critical feedback, distance or alienation, acceptance, resolution of conflict and improvement of relationship. Possible scores ranged from (14) little stress, to (56) much stress.

Stress with father
(stress-father)

A sum of the rating of father on the variables described under stress with mother. The range of scores was the same.

Stress with parents
(stress-parents)

The sum of the "stress with mother" and "stress with father" variables. Possible scores ranged from (28) little stress, to (112) much stress.

Openness to
feedback
(mother)

Referred to the score derived from the Relationship Status Scales (RSS) concerning the situation - "Your Relationship With Friends", with regard to the subject's mother.

Openness to
feedback
(father)

Referred to the score derived from the Relationship Status Scales (RSS) concerning the situation - "Your Relationship With Friends", with regard to the subject's father.

Openness to
feedback
(parents)

Referred to the score derived from the Relationship Status Scales (RSS) concerning the situation - "Listening to What Others' say." This involves both the subject's parents.

Disclosure
despite risk
(mother)

Referred to the score derived from the RSS concerning the situation "A special friend", with regard to the subject's mother.

Disclosure
despite risk
(father)

Referred to the score derived from the RSS concerning the situation "A special friend", with regard to the subject's father.

<u>Disclosure</u> <u>despite risk</u> <u>(parents)</u>	Referred to the score derived from the RSS concerning the situation "Politics at the family reunion." This involves both the subject's parents.
<u>Constructive</u> <u>confrontation</u> <u>(mother)</u>	Referred to the score derived from the RSS concerning the situation "Opening your mail", with regard to the subject's mother.
<u>Constructive</u> <u>confrontation</u> <u>(father)</u>	Referred to the score derived from the RSS concerning the situation "Opening your mail", with regard to the subject's father.
<u>Constructive</u> <u>confrontation</u> <u>(parents)</u>	Referred to the score derived from the RSS concerning the situation "Parents are fighting". This involved both the subject's parents.
<u>Communication</u> <u>competence</u>	A global assessment of communication competence derived from the sum of the standardised scores of the following variables:- openness to feedback, (mother) openness to feedback, (father) openness to feedback, (parents) disclosure despite risk, (mother)

disclosure despite risk, (father)

disclosure despite risk, (parents)

constructive confrontation, (mother)

constructive confrontation, (father)

constructive confrontation, (parents)

CHAPTER III

RESULTS

SECTION I QUESTIONNAIRE FINDINGS

Descriptive Statistics for Predictor Variables

Table 3-1 describes the percentages of occurrence, or means and standard deviations for variables obtained from the background information questionnaire. The following variables are described in more detail in the next five sections due to the complexity of the descriptive information:- left home, contact with mother, contact with father, mother's country of origin, father's country of origin, mother's time in New Zealand, father's time in New Zealand, financial support and comments (questionnaire).

"LEFT HOME"

Examination of Table 3-1 shows that the proportions of subjects who indicated that they had "left home" did not correspond directly to the subject's present living situation.

Table 3-1

Percentages of occurrence, or means and standard deviations for variables obtained from the background information questionnaire.
(Total number of subjects = 95)

Variable	N	Mean	Standard Deviation	Percentage
Subject's age				
0. 16 years	1			1.1
1. 17 years	8			8.4
2. 18 years	26			27.4
3. 19 years	15			15.8
4. 20 years	17			17.9
5. 21 years	8			8.4
6. 22 years	3			3.2
7. 23 years	7			7.4
8. 24 years	4			4.2
9. 25 years	6			6.3
Sex				
1. Male	33			34.7
2. Female	62			65.3
University course				
Undergraduate arts	53			55.8
Undergraduate Science	21			22.1
Professional course	6			6.3
Commerce	3			3.2
Postgraduate Psychology	12			12.6
Course level				
1. Stage I Psychology	63			66.3
2. Stage III Psychology	20			21.1
3. Postgraduate Psychology	12			12.6
University commitment				
Fulltime	92			96.8
Parttime	3			3.2
Time away from university				
1. No time away	70			73.7
2. Time away	25			27.3
Marital status				
Single	89			93.7
De facto	3			3.2
Separated	1			1.1
Divorced	1			1.1
Not filled in	1			1.1
Children				
No children	92			98.9
Children	1			1.1
Not filled in	2			2.1
Ethnicity				
European	90			94.7
Maori/part-maori	2			2.1
Chinese	2			2.1
Indian	1			1.1

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Table 3-1 continued

Variable	N	Mean	Standard Deviation	Percentage
Religion				
1. No religion	68			71.6
2. Committed Christian	27			28.4
Siblings				
0. None	4			4.2
1. One	11			11.6
2. Two	18			18.9
3. Three	10			10.5
4. Four or more	9			9.5
Not known	42			44.2
Living situation				
1. Live with at least one parent	43			45.3
2. Live apart from parents	51			53.7
Not filled in	1			1.1
Living situation (parents Ch.Ch.)				
1. Live with at least one parent	40			42.1
2. Live apart from parents- parents in Ch.Ch.	15			15.8
Both parents live elsewhere	35			36.8
Parent's residence not filled in	4			4.2
Living situation not filled in	1			1.1
Left home				
1. Yes	48			50.5
2. No	45			47.4
Not filled in	2			2.1
Time away from home				
1. Always at home	26			27.4
2. Lived away from home	17			23.8
Not applicable	51			53.7
Not filled in	1			1.1
Contact with mother	Refer to table 3-2			
Contact with father	Refer to table 3-3			
Regularity of contact - both parents live elsewhere				
1. Regular contact	21			22.1
2. Irregular contact	14			14.7
Parent(s) in Ch.Ch.	56			58.9
Parent(s) residence not filled in	4			4.2
Parents' residence				
1. At least one parent in Ch.Ch.	56			58.9
2. Both parents living out of Ch.Ch.	35			36.8
Not filled in	4			4.2
Mother living				
Alive	94			98.9
Dead	1			1.1

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Table 3-1 continued

Variable	N	Mean	Standard Deviation	Percentage
Father living				
Alive	88			92.6
Dead	7			7.4
Parent living				
1. Both alive	87			91.5
2. One dead	8			8.5
Mother's age				
1. 31-35 years	1			1.1
2. 36-40 years	6			6.3
3. 41-45 years	30			31.6
4. 46-50 years	27			28.4
5. 51-55 years	13			13.7
6. 56-60 years	12			12.6
7. 61-65 years	3			3.2
Dead	1			1.1
Not filled in	2			2.1
Father's age				
2. 36-40 years	4			4.2
3. 41-45 years	18			18.9
4. 46-50 years	22			23.2
5. 51-55 years	24			25.3
6. 56-60 years	12			12.6
7. 61-65 years	7			7.4
8. 66-70 years	1			1.1
Dead	7			7.4
Parents' marital status				
1. Married	82			86.3
2. Divorced/separated /never married	12			12.6
Not filled in	1			1.1
Biological relationship				
Biological parents	90			94.7
Adopted	5			5.3
Mother's SES				
1.	8			8.4
2.	16			16.8
3.	28			29.5
4.	19			20.0
5.	13			13.7
6.	1			1.1
Housewife	5			5.3
Not filled in/unclassifiable	5			5.3
Father's SES				
1.	22			23.2
2.	29			30.5
3.	24			25.3
4.	14			14.7
5.	1			1.1
6.	2			2.1
Not filled in/unclassifiable	3			3.2
Many friends (mother)				
1. Yes	72			75.8
2. No	20			21.1
Not filled in	3			3.2

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Table 3-1 continued

<u>Variable</u>	<u>N</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Percentage</u>
Many friends (father)				
1. Yes	68			71.6
2. No	22			23.2
Not filled in	5			5.3
Mother's country of origin		Refer Table 3-4		
Father's country of origin		Refer Table 3-4		
Mother's length of residence in N.Z.		Refer Table 3-5		
Father's length of residence in N.Z.		Refer Table 3-5		
Parents cultural background				
1. At least one parent born in NZ <u>or</u> living overseas	72			75.8
2. Both parents emigrated to NZ	22			23.2
Not filled in	1			1.1
Financial support				
1. Financially independant	30			31.6
2. Receives financial support	64			67.4
Not filled in	1			1.1
Happiness				
(very happy)				
6.1 - 7.0	5			15.8
5.1 - 6.0	57			60.0
4.1 - 5.0	12			12.6
3.1 - 4.0	4			4.2
2.1 - 3.0	4			4.2
1.1 - 2.0	2			2.1
(very unhappy)				
Unclassifiable	1			1.1
Total valid cases	94	5.65	1.02	-
Comments (questionnaire)				
Difficulty with the questionnaire	36			37.9
Positive about the questionnaire	3			3.2
No comments about the questionnaire	56			58.9
Comments (parents)				
Positive relationship with parents	16			16.8
Mixed relationship with parents	20			21.1
Negative relationship with parents	9			9.5
No comments about parents	50			52.6

Table 3-2 crosstabulates these two variables. Three subjects who lived with their parent(s) indicated that they had "left home" and five subjects who lived away from their parent(s) indicated that they had not "left home". The age, parent(s) residence, and living situation of those subjects who indicated that they had not "left home" although living away from home were examined. No clear pattern emerged. However those subject's who felt they had "left home", although living with their parent(s) were at least twenty-three years old and had spent at least a year living away from home.

CONTACT WITH PARENTS

All subjects who were living away from their parents were asked to indicate how much contact they had with their parents via visits, phonecalls or letters. The findings about the subjects' contact with their mothers are set out in Table 3-3. Table 3-4 describes the subjects' contact with their fathers. The subjects who had a parent living in Christchurch were separated from those who lived out of Christchurch because of possible confounding effects. As can be seen there was a major difference in the ways in which contact was maintained when parent's residence was considered. Those subjects who had both parents living in Christchurch visited and telephoned their parents at least once a fortnight. They did not usually exchange letters. A similar

Table 3-2

Cross tabulation of left home and living situation
variables (N = 92) *

<u>Living Situations</u>			
<u>Left home</u>	Live with parent(s)	Live apart from parent(s)	TOTAL
Yes	3.3% (3)	47.8% (44)	51.1% (47)
No	43.5% (40)	5.4% (5)	40.9% (45)
TOTAL	46.7% (43)	53.3% (49)	100.0% (92)

* figures in brackets are raw data

Table 3-3

Contact with mother by subjects who live apart from their parents. (N=50)* (+)						
	Daily to 3 times a week	Two times a week to fortnightly	Every 3-6 weeks	Every 2-6 months	Yearly	Not filled in
VISITS						
Both parents in ChCh	14.3% (1)	85.7% (6)	-	-	-	-
Mother ChCh/ Father elsewhere	-	80.0% (4)	-	-	20.0% (1)	-
Mother ChCh/ Father dead	50% (1)	50% (1)	-	-	-	-
Father ChCh/ Mother elsewhere	-	-	-	100% (1)	-	-
Mother elsewhere/ Father dead	-	-	50% (1)	-	-	50.0% (1)
Both parents elsewhere	-	3.0% (1)	42.4% (14)	18.2% (2)	18.2% (6)	18.2% (6)
LETTERS						
Both parents in ChCh	-	-	-	-	-	100% (7)
Mother ChCh/ Father elsewhere	-	-	-	-	20.0% (1)	80% (4)
Mother ChCh/ Father dead	-	-	-	-	-	-
Mother elsewhere/ Father ChCh	-	100% (1)	-	-	-	-
Mother elsewhere/ Father dead	50% (1)	-	-	-	-	50% (1)
Both parents elsewhere	-	48.5% (16)	24.3% (8)	3.0% (1)	9.1% (3)	15.2% (5)
PHONECALLS						
Both parents in ChCh	-	100% (7)	-	-	-	-
Mother ChCh/ Father elsewhere	40% (2)	40% (2)	-	-	20% (1)	-
Mother ChCh/ Father dead	50% (1)	-	-	-	-	50% (1)
Mother elsewhere/ Father dead	-	-	50% (1)	-	-	50% (1)
Both parents elsewhere	-	27.3% (9)	42.4% (14)	-	9.1% (3)	13.7% (7)

* One subject who lived apart from his/her parents did not indicate where they lived.
(+) figures in brackets are raw data.

Table 3-4

Contact with father by subjects who live apart from their parents. (N=46)* (+)						
	Daily to 3 times a week	Two Times a week to fortnightly	Every 3-6 weeks	Every 2-6 months	Yearly	Not filled in
VISITS						
Both parents in ChCh	-	100 % (7)	-	-	-	-
Father ChCh/ Mother elsewhere	-	-	-	-	100 % (1)	-
Father elsewhere/ Mother ChCh	-	-	-	40.0% (2)	40.0% (2)	20.0% (1)
Both parents elsewhere	-	3.0% (1)	45.5% (15)	15.2% (5)	18.2% (6)	18.2% (6)
LETTERS						
Both parents in ChCh	-	-	-	-	-	100 % (7)
Father ChCh/ Mother elsewhere	-	-	100 % (1)	-	-	-
Father elsewhere/ Mother ChCh	-	20 % (1)	20 % (1)	-	40 % (2)	20 % (1)
Both parents elsewhere	-	36.4%(12)	24.2% (8)	-	6.1% (2)	6.1% (2)
PHONECALLS						
Both parents in ChCh	-	71.4% (5)	14.3% (1)	-	-	14.3% (1)
Father ChCh/ Mother elsewhere	-	-	-	100% (1)	-	-
Father elsewhere/ Mother ChCh	-	-	-	-	40 % (2)	60% (3)
Both parents elsewhere	-	21.2% (7)	39.4% (13)	-	9.1% (3)	30.3%(10)

* Four subjects living apart from their parent(s) had a dead father and one subject do not fill in his/her parent's residence.

(+) figures in brackets are raw data.

picture (with some exceptions) emerged for those who had one parent in Christchurch. However, when the parent(s) lived elsewhere visits were less regular and it was much more likely that letters were exchanged. Unfortunately the questionnaire omitted to ask about two relevant aspects of this contact:-

- (1) how far from Christchurch the parent lived,
and
- (2) whether a particular type of contact did not
take place.

The second omission meant that interpretation of non-responses was ambiguous. For the purposes of this study a non-response was interpreted as meaning no contact of this form took place. However it was apparent from the questionnaires that some respondents who did not indicate that they visited their parent's must have seen their parents relatively recently. A possible interpretation was that some subjects whose parents lived elsewhere had not established a regular visiting pattern because it was the beginning of their first year at university. As a result the summary statistic of regularity of contact for these subjects whose parents lived elsewhere must be interpreted with caution (refer Table 3-1).

Further information about contact with parents was obtained from subjects' who were interviewed. They were asked to describe in more detail how contact was

maintained with their parents. All of the subjects kept what they described as regular contact with at least one parent. Some differences emerged when willingness to maintain this contact was examined. Those subjects who were categorised as having a good relationship were much more enthusiastic about making contact. Six of the eight subjects had parents living outside Christchurch, (none had parents living in Christchurch). These six commented that they would like to see their parents more often. Five enjoyed writing letters to their parents and communicating current events in their lives.

A different picture was apparent with subjects who had an average/mixed or poor relationship. Although contact was maintained it was out of a sense of obligation. Subjects commented that they were not keen to visit and usually wrote letters because their parents expected it.

The relationship between contact, and quality of relationship are explained further in the section looking at intercorrelations relevant to a subgroup of the subjects.

PARENTS' COUNTRY OF ORIGIN

In the questionnaire subjects were asked whether their parents had emigrated from overseas, and if so how long ago. The question did not consider those individuals

whose parents lived overseas or those young adults who grew up overseas. The findings are set out in Tables 3-5 and 3-6. Further examination of the data found that at least 55.8 percent of families had both parents born in New Zealand (or resident overseas). Furthermore, at least forty-five percent of parents who emigrated came from the same country and forty-eight percent emigrated during the same time period.

The effect of having parents from outside New Zealand was commented on by both the questionnaire respondents and the subjects who were interviewed. One questionnaire respondent indicated that her parents' Irish background, with its extremely conservative morals, had made her childhood and her relationship with her parents' much more difficult. A subject who was interviewed explained that her South African parents' had taken a while to adjust to the freedom young teenagers were given in New Zealand. She thought this made her more rebellious as a teenager. Another two subjects commented that their Dutch mothers' limited English and wish to maintain links with home, had meant they did not develop many friends outside the family and were very dependent on their children.

FINANCIAL SUPPORT

At least sixty-seven percent of subjects received some form of financial support. Subjects were asked how

Table 3-5

 Parents country of origin if living in New Zealand

<u>Country of origin</u>	<u>Mother</u>	<u>Father</u>
N.Z.er or living in		
another country	69.5% (66)	63.2% (60)
Great Britain (incl. Scotland & Ireland)	17.9% (17)	18.9% (18)
Netherlands	3.2% (3)	5.3% (5)
South Africa	3.2% (3)	3.2% (3)
Australia	1.1% (1)	2.1% (2)
China	1.1% (1)	2.1% (2)
Canada	1.1% (1)	-
New Guinea	-	1.1% (1)
Jamaica	1.1% (1)	1.1% (1)
Hungary	-	1.1% (1)
Germany	-	1.1% (1)
Yugoslavia	1.1% (1)	-
Austria	1.1% (1)	-
Not filled in (dead)	-	1.1% (1)
TOTAL	100.0% (95)	100.0% (95)

* figures in brackets are raw data

Table 3-6

Parents' length of residence in New Zealand *		
<u>Years in New Zealand</u> <u>following emigration</u>	<u>Mother</u>	<u>Father</u>
Born in N.Z. or living in		
another country	69.5% (66)	63.2% (60)
0-5 years	1.1% (1)	1.1% (1)
6-10 years	7.4% (7)	7.4% (7)
11-20 years	6.3% (6)	8.4% (8)
21-29 years	13.7% (13)	10.5% (10)
30 or more years	2.1% (2)	7.4% (7)
Not filled in	-	2.1% (2)
TOTAL	100.0% (95)	100.0% (95)

* figures in brackets are raw data

essential this support was. Sixty-nine percent of the subjects receiving support considered that the support was essential. This type of support consisted of at least free board, payment of accomodation fees/rent, or a large contribution to living expenses. Nonessential support was usually described as consisting of the provision of loans, provision of transport such as a car, cheap board or gifts of money, clothes and/or food. No objective criteria were used for assessing the level of support.

From the interviews it became apparent that a wide range of patterns in family financial support existed. It seemed that all the subjects interviewed used their bursary and money earned when working to buy books, clothes, personal possessions and pay for social activities. In addition subjects who had worked fulltime during an academic year had at least during that period been completely financially independent, and in some cases had maintained this on returning to university. Between these two extremes were arrangements such as free board, cheap board, sharing of bills around the family, loans, and gifts. It seemed that these arrangements had developed gradually without a lot of discussion among the family.

The teaching of money management as the subject grew up also varied. Only two of the subjects interviewed had

been shown how their parents operated the family finances. Some of the other subjects said they probably could have found out if they had asked, but they had not been interested. Most of the subjects had been given pocket money when younger. However, the use of this money ranged from payment for extras such as social activities and food, to subjects being expected to buy all their personal possessions, particularly clothes.

These pocket money arrangements ceased when the son or daughter left school.

No clear patterns emerged from the interviews on connections between the quality of the young adult/parent relationship and the form or extent of financial support. This is examined further in the section on predicting the subject's relationship with his/her parent(s).

SUBJECTS' COMMENTS ABOUT THE QUESTIONNAIRE

Ninety-two percent of those questionnaire respondents who commented on the questionnaire reported that they found the questionnaire difficult. The major form of these comments was that the third section of the questionnaire, the (modified) Relationship Status Scales, was difficult to answer. The main complaint was that the person had not experienced the situations and did not think they would happen in his/her family. In addition subjects commented that the exercise was

time consuming, and it was annoying to write separate responses for mother and father.

Subjects who were interviewed were also asked what they thought of the questionnaire. Again the comment was that the third section was difficult to answer. However some positive comments were made. A typical one was:- "The questionnaire was very interesting. It made me think about a lot of things I would normally take for granted."

Descriptive Statistics for Measures of the Subject's Relationship with His/Her Parents

The variables which were the basis for assessing a subject's relationship with his/her parents are described in the previous chapter. These resulted in the following summary variables:-

- (1) A global index of the subjects rating of his/her relationship with each parent and with both parents, (Rating-mother, Rating-father, Rating-parents).
- (2) A score describing the level of interpersonal stress with each parent and with both parents, (Stress-mother, Stress-father, Stress-parents).

- (3) An assessment of the quality of communication between the subject and his/her parents, (Communication competence).

The development of these variables and relevant statistical information are described in the next three sections.

SUBJECTS' GLOBAL RATINGS OF THEIR RELATIONSHIP WITH EACH PARENT AND WITH BOTH PARENTS

Table 3-7 outlines the percentages of occurrence means and standard deviations for the subjects' global rating on a seven point scale of their relationship with each parent, and on a fourteen point scale of their relationship with both parents.

SUBJECTS' LEVEL OF INTERPERSONAL STRESS WITH THEIR PARENTS(S)

Table 3-8 outlines the percentages of occurrence, means and standard deviations for the individual items making up the (modified) Interpersonal Stress with Parent scale. Table 3-9 describes the percentages of occurrence, means and standard deviations for when the individual items are summed to assess stress with each parent and with both parents. The product moment correlations were calculated for the individual items associated with each parent, (Table 3-10, 3-11). These showed that, with only three exceptions (underlined),

Table 3-7

Subjects' global ratings of their relationship with each
parent and with both parents

	No. of cases	Mean	Standard Deviation	Percentage
<u>Rating-mother</u>				
1.0 - 1.9 (terrible)	1			1.1
2.0 - 2.9	3			3.3
3.0 - 3.9	9			9.8
4.0 - 4.9	6			6.5
5.0 - 5.9	20			21.7
6.0 - 6.9	27			29.3
7.0 (extremely good)	25			27.2
(missing values)	(3)			-
Total valid cases	92	5.54	1.48	-
<u>Rating-father</u>				
1.0 - 1.9 (terrible)	6			6.9
2.0 - 2.9	-			-
3.0 - 3.9	7			8.0
4.0 - 4.9	10			11.5
5.0 - 5.9	23			26.4
6.0 - 6.9	23			26.4
7.0 (extremely good)	18			20.7
(missing values)	(8)			-
Total valid cases	87	5.24	1.61	-
<u>Rating-parents</u>				
2.0 - 2.9 (terrible)	3			3.5
4.0 - 5.9	3			3.5
6.0 - 7.9	6			7.0
8.0 - 9.9	12			14.1
10.0 - 11.9	25			29.1
12.0 - 13.9	23			26.7
14.0 (extremely good)	14			-
(missing values)	(9)			-
Total valid cases	86	10.75	2.84	-

Table 3-8

Percentages of occurrence, means and standard deviations for items in the (modified)
Interpersonal Stress with Parent Scale

VARIABLE	N	Mean	MOTHER		Percent- age	N	Mean	FATHER		Percent- age
			Standard Deviation					Standard Deviation		
UNDERSTANDING										
(1) makes a lot of effort	47				50.0	39				43.8
(2)	31				33.0	26				29.2
(3)	12				12.8	17				19.1
(4) usually does not try	4				4.35	7				7.9
(missing values)	(1)				-	(6)				-
Total valid cases	94	1.7	0.9		-	8.9	1.9	1.0		-
CONVERSATION										
(1) very personal/intimate	27				28.7	10				11.2
(2)	33				35.1	24				30.0
(3)	20				21.3	29				32.6
(4) typically do not have	14				14.9	26				29.2
(missing values)	(1)				-	(6)				-
Total valid cases	94	2.2	1.0		-	89	2.8	1.0		-
ANGER										
(1) seldom feel angry	26				27.7	31				34.8
(2)	21				22.3	17				19.1
(3)	23				24.5	16				18.0
(4) very angry at least										
once every 6 months	24				25.5	25				28.1
(missing values)	(1)				-	(6)				-
Total valid cases	94	2.5	1.2		-	89	2.4	1.4		-
ARGUMENTS										
(1) seldom argue	30				31.9	37				41.6
(2)	35				37.2	27				30.3
(3)	19				20.2	14				15.7
(4) very heated arguments	10				10.6	11				12.4
(missing values)	(1)				-	(6)				-
Total valid cases	94	2.1	1.0		-	89	2.0	1.0		-
AFFECTION										
(1) express a lot	19				20.2	15				16.9
(2)	33				35.1	26				29.2
(3)	29				30.9	23				25.8
(4) usually do not express	13				13.5	25				28.1
(missing values)	(1)				-	(6)				-
Total valid cases	94	2.4	1.0		-	8.9	1.8	1.1		-
EMOTIONAL SUPPORT										
(1) would give a lot	67				71.3	52				58.4
(2)	11				11.7	12				13.5
(3)	11				11.7	13				14.6
(4) unwilling or unable	5				5.3	12				13.5
(missing values)	(1)				-	(6)				-
Total valid cases	94	1.5	0.9		-	89	1.8	1.1		-

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Table 3-8 continued

VARIABLE	N	Mean	MOTHER		Percent- age	N	Mean	FATHER		Percent- age
			Standard Deviation					Standard Deviation		
AGE APPROPRIATE EXPECTATIONS										
(1) appropriate for age	67				71.3	63				70.8
(2)	15				16.0	17				19.1
(3)	9				9.1	4				4.5
(4) very inappropriate for age	3				3.2	5				5.6
(missing values)	(1)				-	(6)				-
Total valid cases	94	1.4	0.8		-	89	1.4	0.8		-
EXPRESSION OF APPRECIATION										
(1) expresses adequately	46				48.9	42				47.2
(2)	31				33.0	19				21.3
(3)	14				14.9	16				18.0
(4) very inadequate	2				2.1	11				12.4
(missing values)	(2)				-					-
Total valid cases	93	1.7	0.8		-	88	2.0	1.1		-
PARENT'S OPENNESS TO CRITICAL FEEDBACK										
(1) very open	28				29.8	23				25.8
(2)	30				31.9	30				33.7
(3)	23				24.5	21				23.6
(4) usually do not express	13				13.8	15				16.9
(missing values)	(1)				-	(6)				-
Total valid cases	94	2.2	1.0		-	89	2.3	1.0		-
DISTANCE/ALIENATION										
(1) seldom/never feel distant	44				46.8	27				30.3
(2)	31				33.0	30				33.7
(3)	8				8.5	20				22.5
(4) feel distant/alienated	11				11.7	12				13.5
(missing values)	(1)				-	(6)				-
Total valid cases	94	1.9	1.0		-	89	2.2	1.0		-
CONCEAL BELIEFS/BEHAVIOUR										
(1) open about beliefs/ behaviour	31				33.0	25				28.1
(2)	29				30.9	23				25.8
(3)	21				22.3	27				30.3
(4) constantly careful not to reveal	13				13.8	14				15.7
(missing values)	(1)				-	(6)				-
Total valid cases	94	2.2	1.0		-	89	2.3	1.0		-
ACCEPTANCE										
(1) completely accepting of subject	45				47.9	41				46.1
(2)	35				37.2	26				29.2
(3)	9				9.6	14				15.7
(4) very inadequate	5				5.3	8				9.0
(missing values)	(1)				-	(6)				-

Continued on next page...

Table 3-8 continued

<u>VARIABLE</u>	<u>MOTHER</u>				<u>FATHER</u>			
	N	Mean	Standard Deviation	Percent- age	N	Mean	Standard Deviation	Percent- age
RESOLUTION OF CONFLICT								
(1) eager to find compromise	49			52.1	48			55.1
(2)	25			26.6	13			14.6
(3)	11			11.7	18			20.2
(4) not want to compromise	9			9.5	10			11.2
(missing values)	(1)				(6)			
Total valid cases	94	1.8	1.0	-	89	1.9	1.1	-
IMPROVEMENT OF RELATIONSHIP								
(1) fully satisfied	37			39.4	28			31.5
(2)	35			37.2	32			36.0
(3)	10			10.6	18			20.2
(4) feel distant/alienated	12			12.8	11			12.4
(missing values)	(1)			-	(6)			-
Total valid cases	94	2.0	1.0	-	89	2.1	1.0	-

Table 3-9

Percentages of occurrence, means and standard deviations for summed items of the (modified) Interpersonal Stress with Parent Scale.

	N	Mean	Standard Deviation	Percentage
Stress (mother)				
14 - 19	20			21.5
20 - 25	27			29.0
26 - 31	22			23.7
32 - 37	11			11.8
38 - 43	5			5.4
44 - 49	6			6.5
50 - 55	2			2.2
(missing values)	(2)			-
Total valid cases	93	27.1	9.3	-
Stress (father)				
14 - 19	15			17.0
20 - 25	21			23.9
26 - 31	21			23.9
32 - 37	10			11.4
38 - 43	10			11.4
44 - 49	9			10.2
50 - 55	2			2.3
(missing values)	(7)			-
Total valid cases	88	29.4	9.8	-
Stress (parents)				
28 - 39	13			14.9
40 - 51	23			26.4
52 - 63	23			26.4
64 - 75	17			19.5
76 - 87	6			6.9
88 - 99	4			4.6
00 - 111	1			1.1
(missing values)	(8)			-
Total valid cases	87	56.6	16.8	-

Table 3.10

Intercorrelations among items in the Interpersonal Stress with Mother Scale*														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Understanding	*	.65	.35	.36	.45	.74	.65	.44	.62	.70	.33	.57	.72	.53
Conversations		*	.31	.34	.63	.61	.55	.47	.55	.61	.52	.48	.57	.50
Anger			*	.65	.18 ^b	.29	.36	.36	.34	.47	.32	.32	.32	.50
Arguments				*	.30	.29 ^a	.29 ^a	.35	.30 ^a	.43	.16 ^c	.29 ^a	.38	.40
Affection					*	.38	.33	.44	.54	.28	.28 ^a	.38	.43	.51
Emotional support						*	.56	.48	.57	.70	.32	.50	.59	.46
Expression of appreciation							*	.36	.45	.55	.28 ^a	.44	.56	.47
Age appropriate expectations								*	.54	.47	.34	.43	.48	.59
Parents openness to critical feedback									*	.59	.39	.42	.53	.52
Distance/alienation										*	.48	.58	.57	.64
Conceal beliefs/behaviour											*	.35	.37	.36
Acceptance												*	.62	.40
Resolution of conflict													*	.41
Improvement of relationships														*

Key:

1. Understanding
2. Conversations
3. Anger
4. Argument
5. Affection
6. Emotional support
7. Age appropriate expectations
8. Expression of affection
9. Parent's openness to critical feedback
10. Distance/alienation
11. Acceptance
12. Conceal beliefs/behaviour
13. Resolution of conflict
14. Improvement of relationship.

* N=94 except for "Expression of appreciation" correlations where N=93

+ $p \leq .0001$ for correlations unless marked

a $p \leq .01$

b $p \leq .05$

c $p \leq .057$

Table 3.11

Intercorrelations among items in the Interpersonal Stress with Father Scale*														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Understanding	*	.58	.42	.34	.52	.71	.59	.54	.74	.62	.33	.68	.61	.48
Conversations		*	.36	.25 ^a	.60	.47	.36	.50	.51	.43	.39	.42	.49	.44
Anger			*	.69	.36	.26 ^a	.32	.37	.32	.50	.39	.42	.50	.44
Arguments				*	.30 ^a	.19 ^b	.35 ^a	.20 ^b	.23 ^b	.37	.17 ^c	.39	.21 ^b	.32
Affection					*	.51	.15 ^d	.45	.45	.52	.27 ^a	.41	.40	.45
Emotional support						*	.44	.45	.56	.58	.35	.46	.50	.39
Age appropriate expectations							*	.32	.46	.46	.37	.56	.45	.41
Expression of appreciation								*	.53	.50	.43	.39	.43	.52
Parents openness to critical feedback									*	.63	.46	.60	.66	.48
Distance/alienation										*	.34	.66	.52	.66
Conceal beliefs/behaviour											*	.41	.42	.34
Acceptance												*	.54	.52
Resolution of conflict													*	.30
Improvement of relationships														*

* N=94 except for "Expression of appreciation" correlations where N=93

+ $p < 0.001$ for correlations unless marked

a $p < 0.01$

b $p < 0.05$

c $p = .0516$

d $p = .075$

1. Understanding
2. Conversations
3. Anger
4. Argument
5. Affection
6. Emotional support
7. Age appropriate expectations
8. Expression of affection
9. Parent's openness to critical feedback
10. Distance/alienation
11. Conceal beliefs/behaviour
12. Acceptance
13. Resolution of conflict
14. Improvement of relationship.

the items correlated significantly in a positive direction, although in some cases the reliability coefficients were low. This result suggests that the individual items are likely to be measuring various aspects of an underlying general factor, and seems to justify adding the items to form global measures of interpersonal stress as described in Table 3-9.

QUALITY OF COMMUNICATION BETWEEN THE SUBJECT AND HIS/HER PARENTS

The quality of communication between the subject and his/her parents was assessed from the third section of the questionnaire, the (modified) Relationship Status Scales. Because of the subjective nature of the scoring two coders were used for rating responses. The reliability of their scoring was estimated by calculating the product moment correlations between the raters, for each scale. The intercorrelations are set out in Table 3-12. As can be seen the reliability coefficients varied from 0.74 to 0.85 with the level of statistical significance being 0.000 on all the scales. These results were lower than Klos & Paddock's (1978) reported inter-rater reliabilities ($r = 0.96$ to 0.99), but were significant enough to justify the averaging of the raters' scores.

Table 3-13 describes the means, standard deviations and minimum/maximum scores that were found for each scale

Table 3-12

Intercorrelations between raters' scores on the (modified)
Relationship Status Scales

<u>Scale</u>	<u>N.</u>	<u>Coefficient</u>	<u>Significance</u>
Openness to feedback (M)	93	0.74	0.000
Openness to feedback (F)	81	0.81	0.000
Openness to feedback (P)	91	0.77	0.000
Disclosure despite risk (M)	88	0.75	0.000
Disclosure despite risk (F)	75	0.84	0.000
Disclosure despite risk (P)	90	0.77	0.000
Constructive confrontation (M)	91	0.82	0.000
Constructive confrontation (F)	84	0.81	0.000
Constructive confrontation (P)	84	0.85	0.000

Table 3.13

Means, Standard Deviations, Minimum/Maximum Scores and no of cases for each aspect of the
(modified) Relationship Status Scales

<u>Aspect of communication being assessed</u>	<u>Situation</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Minimum</u>	<u>Maximum</u>	<u>No. of Cases</u>
Openness to feedback	Your relationship with friends (M)*	4.89	1.80	0.90	8.40	93
	Your relationship with friends (F)*	4.71	1.79	0.85	7.85	78
	Listening to what others say (P)*	4.85	2.02	0.50	7.90	91
Disclosure despite risk	A special friend (M)	5.10	2.33	0.90	9.10	88
	A special friend (F)	4.30	2.63	0.45	8.50	75
	Politics at the family reunion*	4.78	2.42	0.45	8.70	90
Constructive confrontations	Opening your mail (M)	5.12	2.56	1.00	9.15	91
	Opening your mail (F)	5.08	2.32	0.70	8.75	84
	Parents are fighting (P)	4.72	2.50	1.00	9.05	84

* M = mother - subject dyad, F = father - subject dyad, P = parents - subject triad.

after the raters' scores had been averaged. A correlation matrix comparing the different scales is set out in Table 3-14. (Missing cases were deleted in a listwise fashion in this analysis. As a result only 65 cases were used. Reasons for omission were the death of one parent, separation of both parents, omission of a reply, or difficulty in classifying a response.) Klos and Paddock (1978) predicted that on this correlation ~~matrix, the three scores for one particular criterion~~ (bold type) would have higher correlations among themselves than with the six scores of the other two criteria for assessing relationship status. As can be seen this was not found in this study. Instead the following relationships were found:-

- (1) "Disclosure with mother", which should have correlated significantly with "disclosure with parents", instead correlated more highly with "openness with mother", "openness with father", "confrontation with mother" and "confrontation with parents".
- (2) "Disclosure with parents", which should have correlated significantly with "disclosure to mother" instead correlated more highly with "confrontation with mother" and "confrontation with father".

Table 3.14

Intercorrelations among relationship status scores (n=65)

<u>Relationship Status</u>	<u>Disclosure</u>			<u>Openness</u>			<u>Confrontation</u>		
	(M)	(F)	(P)	(M)	(F)	(P)	(M)	(F)	(P)
Disclosure (M)*	1.00	0.59 ^a	0.17	0.28 ^c	0.25 ^c	0.14	0.21 ^c	0.08	0.24 ^c
Disclosure (F)*		1.00	0.45 ^a	0.15	0.16	0.05	0.27 ^b	0.31 ^b	0.22 ^c
Disclosure (P)*			1.00	0.09	-0.02	-0.10	0.31 ^b	0.42 ^a	0.16
Openness (M)				1.00	-0.61 ^a	-0.48 ^a	0.27 ^b	0.12	0.18
Openness (F)					1.00	0.83 ^a	-0.05	-0.09	0.11
Openness (P)						1.00	-0.13	-0.20	0.05
Confrontation (M)							1.00	0.63 ^a	0.19
Confrontation (F)								1.00	0.12
Confrontation (P)									1.00

* M = Mother - subject dyad, F = Father - subject dyad, P = parents - subject tried

(a) $p \leq .001$ (b) $p \leq .01$ (c) $p \leq .05$

(3) "Confrontation with mother", which should have correlated significantly with "confrontation with parents", instead correlated more highly with "disclosure to mother", "disclosure to father", "disclosure to parents" and "openness to mother".

(4) "Confrontation with father", which should have correlated significantly with "confrontation with parents", instead correlated more highly with "disclosure to father", "disclosure to mother", and "openness to parents".

(5) Finally, "confrontation with parents", which should have correlated significantly with both "confrontation with mother" and "confrontation with father", instead correlated more highly with "disclosure to mother" and "disclosure to father" for both variables. In addition "confrontation with parents" also correlated more highly with "disclosure to parents" and "openness to mother", than it did with "confrontation with father".

As a result it was decided that it was inappropriate to form a composite score for each criterion. Instead all nine scores were added to create a global measure called "communication competence with parents." Before summing the scores were standardised using Z-scores. The mean,

standard deviation, number of cases, minimum score and maximum score of the "communication competence" variable are set out in Table 3-15.

INTERCORRELATIONS BETWEEN THE MEASURES ASSESSING A SUBJECTS RELATIONSHIP WITH HIS/HER PARENTS

Table 3-16 describes the product-moment correlations which were found between the seven measures assessing the subject's relationship with his/her parents. As can be seen they intercorrelated significantly, with reliability coefficients ranging from (+) 0.25 to (+) 0.92.

Predicting the subject's relationship with his/her parents.

A series of stepwise multiple regression analyses were carried out on the seven measures of young adult/parent relationship, using twenty of the background variables. The reasons for not including particular variables in analysis are listed below.

- (1) Most of the subjects were subsumed by one code of the variable:- University commitment, Marital status, Children, Ethnicity, Biological relationship with parents.

Table 3-15

Summary statistics for the variable assessing communication competence with parents					
	N	Mean	Standard Deviation	Minimum score	Maximum score
Communication					
competence	65	-0.7	4.89	-12.74	8.80

Table 3.16

Intercorrelations between the measures assessing a subjects relationship with his/her parents (N=63)*							
	Communication competence	Stress (parents)	Rating of relationship (parents)	Stress (mother)	Rating of relationship (mother)	Stress (father)	Rating of relationship (father)
Communication competence	*	-0.44	0.50	-0.57	0.60	0.25 ^a	0.34 ^a
Stress (parents)		*	-0.88	0.91	-0.78	0.92	-0.83
Rating of relationship (parents)			*	-0.82	0.91	-0.79	0.93
Stress (mother)				*	-0.87	0.69	-0.66
Rating of relationship					*	-0.57	0.70
Stress (father)						*	-0.87
Rating of relationship (father)							*

(*) All interrelations significant at 0.000 level unless marked otherwise.

(a) $p < 0.01$

- (2) Original coding was questionable:- University course.
- (3) Variable was relevant to only a subgroup of the subjects:- Living situation (parent(s) in Ch.Ch.), Contact with parent(s), Regularity of contact (both parents live elsewhere), Time away from home, Parent(s) length of residence in New Zealand. (Refer section on intercorrelations relevant to a subgroup of the subjects.)
- (4) Summary variable was used instead:- Mother living, Father living, Mother's country of origin, Father's country of origin.
- (5) Too many missing values:- Comments (questionnaire), Comments (parents).

The variables used were as follows:-

Subject's age
Sex
Course level
Time away from university
Religion
Siblings
Living situation
Left home

Parents' residence
Parent living
Mother's age
Father's age
Parents marital status
Mother's SES
Father's SES
Many friends (mother)
Many friends (father)
Parents' cultural background
Financial support
Happiness

Tables 3-17 to 3-23 summarise the results of the multiple regression analyses. The mean value of a variable was substituted when the information for that case was missing. F-to-enter was set at 0.05, and F-to-remove was set at 0.1 and the tolerance was set at 0.01.

As can be seen the subject's usual level of happiness was the best single predictor for six of the "relationship with parents" variables and also predicted a significant proportion of the variance in the remaining variable. The relationship between happiness and the "relationship variables" was positive, that is, the happier the subject reported him/herself to be most of the time the more likely it was that the subject's

did not necessarily draw on the same cases due to variations in scoring patterns and number of missing cases.

Tables 3-25 to 3-31 set out the predictor variables which discriminated between the two groups for each "relationship with parent" variable. In addition they outline the predicted group membership of the original set of cases when the discriminant function developed from the significant predictor variables was utilised. In the analysis, missing cases were deleted in a likewise fashion. F-to-enter and F-to-remove was set at .05 and the tolerance was set at 0.001. The Wilks lambda statistic was used as the selection criteria for entering the stepwise analysis. It can be seen that nearly all the predictor variables contributed to the discriminant analysis, and the discriminant functions were able to correctly classify between eighty and ninety percent of the original cases. Thus it seems that while a large proportion of the variance in subjects relationships with their parents was unexplained (multiple regression analysis), it was still possible to predict with reasonable accuracy particularly good or poor relationships using the predictor variables which were examined in this study.

INTERCORRELATIONS RELEVANT TO A SUBGROUP OF THE SUBJECTS

The following variables were relevant to only a subgroup

Table 3-24

Scores used for catagorising high and low scores on the "relationship with parents" variables and the percentage of cases in each group.

Variable	Cut off score for top 25th percentile	Cut of score for bottom 25th percentile	Percentage of Cases in the top group (no. of cases)	Percentage of cases in the bottom group (no. of cases)
Communication competence (N=65)	3.14	-3.21	27.7 (17)	26.2 (18)
Stress-parents (N=87)	67	43	25.3 (23)	26.4 (22)
Stress-mother (N=93)	31	20	30.1 (28)	32.3 (30)
Stress-father (N=88)	36	22	28.4 (25)	26.1 (23)
Rating-parents (N=86)	12.9	9.2	27.9 (24)	25.6 (22)
Rating-mother (N=92)	7.0	5.0	26.3 (25)	33.7 (31)
Rating-father (N=87)	6.2	4.8	27.6 (24)	26.4 (23)

substitution of missing variables, it was found that none of the nineteen remaining predictor variables contributed significantly to the variance of the happiness variable. As no other measure of mood or self esteem was used, the factors which could be effecting this score were unknown.

CHARACTERISTICS DISTINGUISHING SUBJECTS WITH HIGH AND LOW SCORES ON THE "RELATIONSHIP WITH PARENTS" VARIABLES

A discriminant function analysis was performed between those subjects who received the top twenty-five percent of scores and those who received the bottom twenty-five percent of scores on each of the "relationship with parents" variables, in order to determine what predictor variables distinguished between the two groups.

Nineteen of the predictor variables which were used in the multiple regression analysis were also used in this analysis. (The number of siblings each subject had was excluded because of the amount of missing data.)

Table 3-24 sets out the "cut-off" points for inclusion in each group, and the percentage of the sample which were in a particular group. Subjects receiving the cut off score or above/below were put in the appropriate group. It was usually necessary to include more than twenty-five percent of the cases in a group because of several cases receiving identical scores at the twenty-fifth or seventy-fifth percentile. It should also be noted that the pairs of groups for each variable

(3) "Many friends-father" predicted variance in the "rating-father", and "stress-father" variables. The direction of the relationship was the same as that for "many friends-mother".

(4) "Parents marital status" predicted variance in the "rating-mother", and "stress-mother" variables. Thus if the subjects parents were separated, divorced or had never been married, it was more likely that the subject rated his/her relationship with his/her mother as being good and had less interpersonal stress.

However it is apparent from examination of the multiple R and R^2 values that these predictor variables only accounted for part of the variance (between 12 percent and 29 percent). It thus seems likely that some as yet unidentified variables were also implicated in the sampled subjects relationship with their parents.

AN EXAMINATION OF THE HAPPINESS VARIABLE

Unfortunately the only measure used for assessing a subject's happiness was very general. In order to determine whether any of the other predictor variables might be related to this measure, a further stepwise multiple regression analysis was carried out with happiness as the dependent variable. Using both pairwise deletion of missing variables and mean

relationship with his/her parents:- (1) was rated as being good, (2) had less interpersonal stress, and (3) showed evidence of competent communication skills.

The other predictor variables which contributed significantly to the variance were as follows:-

- (1) The socioeconomic index of the subject's father was the best single predictor for communication competence and also contributed significantly to predicting variance in the "rating-parents", and "rating-father" variables. The direction of the relationship was that the higher the father's socioeconomic status, the more likely it was that the subject showed competence in communicating with his/her parents and rated his/her relationship with his/her parents as being good.
- (2) "Many friends-mother" predicted variance in the "communication competence", "rating mother", and "stress mother" variables. This meant that if the subject reported that his/her mother had many friends it was more likely that the subject showed competence in communicating with his/her parents, rated his/her relationship with his/her mother as being good and had fewer signs of interpersonal stress with his/her mother.

Table 3-23

Summary of stepwise multiple regression analysis of predictor variables for
"stress-father"

Step	Variables in order of entry.	Multiple R	R^2	Significance of F	T-score	Significance of T
1	Happiness	0.2856	0.0816	0.005	-2.970	0.038
2	Many friends (father)	0.3763	0.1416	0.001	2.536	0.0129

Table 3-20

Summary of stepwise multiple regression analysis of predictor variables for
"rating-mother"

Step	Variables in order of entry.	Multiple R	R ²	Significance of F	T-score	Significance of T
1	Happiness	0.4496	0.2021	0.000	4.844	0.0000
2	Many friends (mother)	0.4991	0.2491	0.000	-2.483	0.0149
3	Parents marital relationship	0.5393	0.2908	0.000	2.312	0.0230

Table 3-21

Summary of stepwise multiple regression analysis of predictor variables for
"stress-mother"

Step	Variables in order of entry.	Multiple R	R ²	Significance of F	T-score	Significance of T
1	Happiness	0.3347	0.1121	0.001	-3.367	0.0011
2	Many friends (mother)	0.4023	0.1619	0.000	-2.416	0.0177
3	Parent's marital status	0.4540	0.2061	0.000	-2.252	0.0267

Table 3-22

Summary of Stepwise multiple regression analysis of predictor variables for
"rating-father"

Step	Variables in order of entry	Multiple R	R ²	Significance of F	T-score	Significance of T
1	Happiness	0.4038	0.1631	0.000	4.461	0.000
2	Father's SES	0.4558	0.2078	0.000	-2.304	0.0235
3	Many friends (father)	0.4932	0.2433	0.000	-2.067	0.0416

Table 3-17

Summary of stepwise multiple regression analysis of predictor variables for "communication" competence						
Step	Variables in order of entry.	Multiple R	R ²	Significance of F	T-score	Significance of T
1	Father's SES	0.3003	0.0902	0.003	-2.683	0.0087
2	Many friends (mother)	0.3850	0.1482	0.001	-2.172	0.0325
3	Happiness	0.4307	0.1855	0.000	2.041	0.0441

Table 3-18

Summary of stepwise multiple regression analysis of predictor variables for "rating-parents"						
Step	Variables in order of entry.	Multiple R	R ²	Significance of F	T-score	Significance of T
1	Happiness	0.4654	0.2166	0.000	5.248	0.0000
2	Father's SES	0.5193	0.2697	0.011	-2.586	0.0113

Table 3-19

Summary of Stepwise multiple regression analysis of predictor variables "stress - parents"						
Step	Variables in order of entry	Multiple R	R ²	Significance of F	T-score	Significance of T
1	Happiness	0.3455	0.1194	0.001	-3.550	0.0006

Table 3-25

Summary of stepwise discriminant function analysis performed on the two groups exhibiting high and low "communication competence"				
Step No.	Variables in order of entry	Wilks lambda	Significance	Standardised canonical discriminant function
1	Father's SES	0.78	0.011	0.36
2	Many friends - mothers	0.65	0.004	0.99
3	Financial support	0.56	0.002	-0.96
4	Course level	0.53	0.003	2.74
5	Parents' residence	0.47	0.002	-1.23
6	Religion	0.40	0.001	0.73
7	Age - subject	0.35	0.001	-1.48
8	Happiness	0.33	0.002	-0.80
9	Many friends - father	0.31	0.003	-0.35
10	Left home	0.30	0.004	1.54
11	Sex	0.30	0.008	0.46
12	Parents' marital status	0.29	0.015	0.46
13	Living situation	0.28	0.024	1.30
14	Time away from university	0.28	0.040	0.37
15	Parent's cultural background	0.27	0.069	-0.13

Classification results

<u>Group</u>	<u>No. of cases</u>	<u>Predicted Group membership</u>	
		<u>1</u>	<u>2</u>
Good communication competence	18	18 100.0%	0 0.0%
Poor communication competence	14	3 21.47%	11 78.6%

90.63% of cases correctly classified

Table 3-26

Summary of stepwise discriminant function analysis performed on the two groups exhibiting high and low "rating parents"				
Step No.	Variables in order of entry	Wilks lambda	Significance	Standardised canonical discriminant function
1	Happiness	0.80	0.004	0.92
2	Many friends - mother	0.74	0.004	-0.45
3	Mother's age	0.70	0.004	0.62
4	Religion	0.67	0.006	-0.43
5	Time away from university	0.65	0.007	0.81
6	Subject's age	0.61	0.007	0.95
7	Course level	0.60	0.012	-0.71
8	Living situation	0.59	0.017	1.13
9	Left home	0.56	0.021	0.34
10	Financial support	0.55	0.028	0.39
11	Father's age	0.53	0.035	-0.48
12	Parent's residence	0.52	0.048	-0.37
13	Father's SES	0.52	0.073	-0.14
14	Parents' cultural background	0.52	0.107	0.12
<u>Classification results</u>				
<u>Group</u>		<u>No. of cases</u>	<u>Predicted Group membership</u>	
			<u>1</u>	<u>2</u>
High rating of relationship with parents		24	21 87.5%	3 12.5%
Low rating of relationship with parents		22	5 22.7%	17 77.3%
83.33% of cases correctly classified				

Table 3-27

Summary of stepwise discriminant function analysis performed on the two groups exhibiting high and low "stress-parents"

Step No.	Variables in order of entry.	Wilks lambda	Significance	Standardised canonical discriminant function
1	Happiness	0.81	0.005	0.63
2	Many friends - mother	0.76	0.007	-0.56
3	Age - subject	0.71	0.006	1.87
4	Time away from university	0.64	0.004	0.79
5	Parents' cultural background	0.60	0.004	0.45
6	Course level.	0.56	0.003	-1.29
7	Religion	0.55	0.005	-0.33
8	Living situation	0.53	0.007	0.74
9	Left home	0.50	0.009	0.40
10	Father's age	0.49	0.013	-0.50
11	Sex	0.47	0.017	0.27
12	Parents' marital status	0.47	0.025	-0.38
13	Father's SES	0.46	0.038	-0.21
14	Financial support	0.45	0.058	0.28
15	Mother's SES	0.45	0.085	0.23
16	Many friends-father	0.44	0.122	0.15

Classification results

<u>Group</u>	<u>No. of cases</u>	<u>Predicted Group membership</u>	
		<u>1</u>	<u>2</u>
Low stress with parents	20	17 85.0%	3 15.0%
High stress with parents	21	2 9.5%	19 90.5%

87.80% of cases correctly classified

Table 3-28

Summary of stepwise discriminant function analysis performed on the two groups exhibiting high and low ratings of "relationship with mother"

Step No.	Variables in order of entry.	Wilks lambda	Significance	Standardised canonical discriminant function
1	Happiness	0.82	0.004	0.81
2	Parents' marital status	0.76	0.004	0.53
3	Parents' residence	0.71	0.003	0.17
4	Fathers SES	0.69	0.005	-0.20
5	Parents' cultural background	0.67	0.007	0.44
6	Subjects' age	0.65	0.011	1.05
7	Course level	0.62	0.009	-0.97
8	Many friends - mother	0.61	0.015	-0.39
9	Mother's SES	0.59	0.022	0.33
10	Father's age	0.58	0.030	-0.63
11	Financial support	0.57	0.039	0.48
12	Living situation	0.55	0.051	0.76
13	Mother's age	0.55	0.072	0.30
14	Many friends - father	0.54	0.098	0.29
15	Sex	0.53	0.132	-0.15
16	Left home	0.53	0.181	0.24
17	Time away from university	0.53	0.238	0.15

Classification results

<u>Group</u>	<u>No. of cases</u>	<u>Predicted Group membership</u>	
		<u>1</u>	<u>2</u>
High rating of relationship with mother	21	19 90.5%	2 9.5%
Low rating of relationship with mother	23	3 13.0%	20 87.0%

88.64% of cases correctly classified

Table 3-29

Summary of stepwise discriminant function analysis performed on the two groups
exhibiting high and low ratings of "stress with mother"

Step No.	Variables in order of entry & removal	Wilks lambda	Significance	Standardised canonical discriminant function
	<u>Entered</u>	<u>Removed</u>		
1	Happiness	0.78	0.001	0.69
2	Parents' marital status	0.73	0.002	0.41
3	Parents' residence	0.70	0.002	
4	Religion	0.67	0.003	-0.46
5	Financial support	0.64	0.004	0.35
6	Many friends - mother	0.63	0.006	-0.59
7	Parents' cultural background	0.61	0.008	0.41
8	Sex	0.59	0.011	0.15
9	Living situation	0.58	0.015	1.16
10	Left home	0.56	0.021	0.28
11	Many friends - father	0.56	0.031	0.41
12	Mother's age	0.55	0.049	0.69
13	Father's age	0.54	0.058	-0.74
14	Mother's SES	0.53	0.075	0.27
15	Time away from University	0.52	0.104	0.61
16	Course level	0.52	0.148	-0.59
17	Subject's age	0.51	0.176	0.67
18	Parents residence	0.51	0.126	

Classification results

<u>Group</u>	<u>No. of cases</u>	<u>Predicted Group membership</u>	
		<u>1</u>	<u>2</u>
Low stress with mother	23	20 87.0%	3 13.0%
High stress with mother	23	2 8.7%	21 91.3%

89.13% of cases correctly classified

Table 3-30

Summary of stepwise discriminant analysis performed on the two groups exhibiting high and low ratings of "relationship with father"

Step No.	Variables in order of entry or removal.	Wilks lambda	Significance	Standardised canonical discriminant function
	<u>Entered</u>	<u>Removed</u>		
1	Happiness	0.83	0.007	0.393
2	Many friends - father	0.75	0.005	0.202
3	Father's SES	0.72	0.007	-0.398
4	Parents' residence	0.69	0.009	0.550
5	Financial support	0.67	0.014	0.689
6	Father's age	0.64	0.016	-1.329
7	Mother's age	0.61	0.017	0.992
8	Many friends - mother	0.59	0.024	-0.509
9	Parents' cultural background	0.57	0.030	0.353
10	Many friends father	0.57	0.016	0.202
11	Mother's SES	0.56	0.023	0.478
12	Religion	0.53	0.024	-0.479
13	Course level	0.53	0.040	-0.891
14	Subject's age	0.52	0.054	0.750
15	Parents' marital status	0.50	0.067	-0.384
16	Living situation	0.50	0.097	0.638
17	Time away from University	0.49	0.136	0.212
18	Many friend's father	0.49	0.184	0.202
19	Left home	0.49	0.245	0.271

Classification results

<u>Group</u>	<u>No. of cases</u>	<u>Predicted Group membership</u>	
		<u>1</u>	<u>2</u>
High rating of relationship with father	21	18 85.7%	2 14.3%
Low rating of relationship with father	19	3 15.8%	16 84.2%

85.00% of cases correctly classified

Table 3-31

Summary of stepwise discriminant analysis performed on the two groups exhibiting high and low "stress with father"				
Step	Variables in order of entry.	Wilks lambda	Significance	Standardised canonical discriminant function
1	Happiness	0.85	0.015	0.49
2	Mothers SES	0.77	0.008	-0.25
3	Living situation	0.71	0.006	1.03
4	Parent's cultural background	0.67	0.006	0.28
5	Father's SES	0.64	0.008	-0.29
6	Parents' marital status	0.62	0.010	-0.46
7	Religion	0.60	0.014	-0.39
8	Mother's age	0.59	0.021	0.36
9	Father's age	0.56	0.025	-0.46
10	Parents' residence	0.56	0.041	-0.34
11	Many friends' mother	0.56	0.066	-0.11
12	Financial support	0.56	0.100	0.26
13	Subject's age	0.55	0.145	0.61
14	Course level	0.54	0.169	-0.59
15	Time away from university	0.53	0.224	0.19
Classification results				
Group	No. of cases	Predicted Group membership		
		<u>1</u>	<u>2</u>	
Low stress with father	20	16 80.0%	4 20.0%	
High stress with father	21	4 19.0%	17 81.0%	
80.49% of cases correctly classified				

of the subjects and thus were not included in the regression and discriminant analyses:- Living situation (parent(s) Ch.Ch.), Contact with parent(s), Regularity of contact (both parents live elsewhere), Time away from home, and Parent(s) time in New Zealand. Product-moment correlations were used to examine whether any relationship existed between these variables and the "relationship with parent" variables. Table 3-32 sets out the pattern of intercorrelations. Regularity of contact (both parents live elsewhere) was used as a summary variable for Contact with parent(s). Because all the subjects with both parents in Christchurch had regular contact they were not included in the analysis. Parents' time in New Zealand was recoded so that 0-5 years and 5-10 years in New Zealand were grouped together.

As can be seen the time away from home correlated negatively with communication competence. The direction of this relationship was that a subject who had always lived with his/her parents was more likely to show evidence of competence in communication with his/her parents, No other significant relationships were found.

Table 3.32

Intercorrelations of "relationship with parent" variables with - Living situation (parents ChCh), Regularity of contact (both parents elsewhere), Time away from home and Parent's time in New Zealand.*

	Communication competence	Rating parents	Stress parents	Rating mother	Stress mother	Rating father	Stress father
Living situation (parents ChCh)	-0.04 (38)	0.16 (48)	-0.11 (49)	-0.03 (53)	-0.05 (54)	0.10 (49)	-0.11 (50)
Regularity of contact (both parents elsewhere)	-0.24 (25)	-0.10 (34)	0.12 (34)	-0.05 (35)	0.05 (35)	-0.10 (34)	0.11 (34)
Time away from home	-0.45 ^a (28)	-0.18 (39)	0.09 (38)	-0.15 (41)	0.07 (42)	-0.17 (39)	0.06 (40)
Mother's time in New Zealand	0.01 (20)	-0.03 (27)	-0.02 (27)	0.07 (29)	-0.09 (29)	-0.10 (27)	0.03 (27)
Father's time in New Zealand	-0.32 (25)	-0.10 (30)	0.09 (30)	-0.13 (31)	0.12 (31)	-0.03 (31)	0.03 (32)

* No. of cases in brackets.

(a) $P \leq .01$

SECTION II

INTERVIEW FINDINGS

Description of subjects*

Subjects for the indepth interviews were selected as set out in the previous chapter. An examination of the "relationship with parents" variables for each subject found that:-

-
- (1) Those subjects categorised as having a poor relationship with their parent(s) had a "Stress with parents" score which was 72 or over and a "rating of present relationship with parents" score of 9 or less. Stress-father scores were higher than 38 and rating-father scores were 4.0 or below. Stress-mother scores were 31 or more and rating-mother scores were 5.8 or lower.
 - (2) Those subjects categorised as having a good relationship with their parent(s) had "stress with parents" scores of 43 or less and "rating of present relationship with parents" of 13 or more. Furthermore, their stress-mother and stress-father scores were 23 or less and they rated their relationship with each parent as 6.5 or above.

* In this section subjects unless otherwise specified refer to those subjects who were interviewed.

- (3) Those subjects categorised as having a mixed or average relationship with their parent(s) had "stress with parents" scores which ranged from 49 to 69 and "rating of present relationship with parents" scores ranging from 10 to 13. "Stress-father" scores were between 24 and 36 inclusive and "rating-father" scores were between 4.8 and 7.0. "Stress-mother" scores were between 23 and 34 inclusive and "rating-mother" scores were between 5.0 and 6.0 inclusive.
- (4) There was a tendency for subjects categorised as having a good relationship to receive high "communication competence" scores and those categorised as having mixed/average or poor relationships to receive low scores, however this was not completely consistent.

Two subjects had only one parent alive. The father of one had died relatively recently and he had filled in details in the questionnaire about what his relationship had been like. The father of the other subject had died when she was very young and categorization of her relationship with her mother as poor seemed appropriate when compared to the scores of other subjects.

Examination of Table 3-24 found that those subjects categorised as having a good or poor relationship with their parents fitted into either the top or bottom

twenty-fifth percentile, as appropriate, on at least the stress-parents and rating-parents variables. Also those subjects who were categorised as having an average or mixed relationship had at least one of the "stress with parents" or "rating of present relationship with parent(s)" variables between the 25th and 75th percentile.

A brief demographic analysis of the interviewed subjects found the following details:-

(1)	Living situation - with parents	(9)
	- flatting	(13)
	- airforce	(1)
	- hostel	(1)
(2)	Year of psychology course	
	- Stage I	(11)
	- Stage III	(7)
	- Postgraduate	(5)
	- left university	(1)
(3)	Parents marital status	
	- married	(20)
	- separated/divorced	(2)*
	- widowed	(2)*
(4)	Subjects marital status	
	- single	(21)
	- de facto	(2)
	- divorced	(1)
(5)	Biological relationship with parents	
	- biological	(21)
	- adopted	(3)

* After selection it was found that all the subjects with widowed, separated or divorced parents were in the group categorised as having a poor relationship with their parent(s). This was unintentional and was not discovered until after the interviews had been conducted.

Analysis of interviews

As is apparent from the interview schedule in Appendix D., a substantial amount of information was gained from the interviews. Space prevented elaboration of all of this and instead specific areas were selected for further description. The nature of the interview process meant that much of the information was subjective and difficult to quantify. As a result the findings will be presented in terms of apparent trends. However to give a fuller picture of this information three case studies are presented in Appendix E. Each was considered to be typical of the relationship category it represented.

Quality of relationship between adult child and parent

During the interviews a number of questions were aimed at assessing the quality of the relationship between the subject and his/her parents. Some of the questions which were relevant were as follows:-

How would you describe your relationship with your parents?

What are you able to talk with your parents about?

How easily do you talk?

What is the best part of your relationship with your parents? - the worst part?

Would you bring up children in a different way to

your parents?

How important are parents vs peers in your life?

All those subjects who had been categorised as having a good relationship with their parent(s), also stated in the interview that they enjoyed an extremely amiable relationship with their parent(s). One indicated that it was not perfect as her parents were overprotective, but the rest were enthusiastic about their parents.

When asked what these subjects saw as being the best aspects of their relationship with their parents some of the comments were:-

"The way we talk and they understand me."

"Being able to tell my parents anything."

"The support they give me and knowing they are always there."

"That they are there and have known me all my life."

"The openness and honesty we have."

"Mum's sense of humour."

Similar comments were also made by subjects categorised as having average/mixed or poor relationships with their parent(s). However, the subjects with a good relationship found it much more difficult to decide what were the worst aspects of the relationship and often said there were not any. They also indicated that there was little if anything they would like to improve in the relationship and believed they would bring up children in much the same way. When asked how the parents had managed to develop this positive relationship some made

the following comments:-

"They laid down rules - but these were combined with understanding."

"They always supported me and never got in the way of me doing anything."

"The solid foundation of my parents' marriage gave us a tremendous sense of security."

"Their unconditional positive regard - they praised me a lot."

"They kept talking with me when I was in the 3rd and 4th form even though I was sullen and switched off."

"The way they stayed calm and were always there."

When questioned more closely about the quality of this relationship these subjects indicated that they felt their parents were either the most important people in their life or were just as important as friends. They described their communication as being open and found they could discuss anything or nearly anything with their parent(s). A few reported that they did not share information of a more personal nature with their parent(s), such as details about intimate friendships. However, they saw this as an important ingredient in their relationship with their parents. These subjects also indicated that either they had no disagreements with their parents, or very mild disagreements which were easily resolved.

Subjects who were categorised as having an average or

mixed relationship with their parents were usually less enthusiastic about the relationship. Generally the comment was that it could be better but they were satisfied with how it was. They varied as to whether they regarded friends or parents as being more important in their life. Several said that their parents had been the most important people, but this had changed as they became older and now their friends were.

The "mixed/average" subjects also reported few or no arguments, however they also indicated that they did not discuss certain topics in order to avoid an argument. Several felt there were unspoken mutual agreements in their families about topics which should not be brought up. For some these boundaries had become clearer when young teenagers, as a result of many heated arguments. Despite these boundaries this group of subjects found there were a wide range of topics which they did talk about with their parent(s), however they tended to be of a general nature and avoided personal views or feelings.

Different patterns emerged for those subjects categorised as having a poor relationship with their parent(s). These subjects were likely to say that their relationship with at least one parent was terrible, distant, and/or fluctuated. However some did feel their relationship was good and supportive, though not very open. Usually these subjects found it much more difficult to describe good aspects of the relationship

and some could not. It was much easier for them to describe what they didn't like about the relationship. Some of the comments were:-

"Dad's drinking".

"Not being good at expressing feelings".

"Mum's unreasonable, trivial statements".

"The lack of communication".

Difficulties in communication were a recurrent theme in this group of subjects. They reported either arguing a lot with at least one parent and/or having conversations which were very neutral, superficial or distant in order to avoid an argument with at least one parent. Usually they had very definite ideas about how they would bring children up differently. Some of their ideas about this were:-

"Let them see what the world is really like."

"Be more open and honest."

"Let them go and encourage independence."

"Express more emotion."

When asked how the importance of friends and parents compared in their life, all this group of subjects indicated that, at least in the case of one parent, and for most, both parents, they regarded their friends as being more important, or they were loners and relied on themselves for emotional support.

Background influences on the adult child/parent relationship

In an effort to examine the possible background influences on parent child relationships, a number of questions were asked about the parents. These included:-

Do (did) your parents seem happily married?

Do (did) you ever see your parents arguing?

What sorts of activities and friends do your parents have?

What do your parents seem to think of you?

How would you describe your parents' way of bringing up children?

Those subjects categorised as having a good relationship with their parents said that their parents were happy together, or at least "pulled together at crunch times." Neither did their parents have noisy arguments (with one exception). Instead, they had quiet disagreements which were talked out. Some of those who were categorised as having average/mixed or poor relationships also indicated that their parents seemed reasonably happy together, however others had reservations about their parents marital relationship, and at least three of the subjects categorised as having a poor relationship with their parent(s) thought the parent(s) marital relationship was obviously unhappy. Furthermore those with mixed/average or poor relationships with their parent's were more likely to report one of the following

when asked about disagreements between the parents.

- (1) They never saw or were aware of their parents disagreeing with each other
- (2) Their parents had long "frozen" silences when they disagreed with each other.
- (3) Their parents had "heated discussions" or "blazing rows" with each other.

A closer examination of the parents' lifestyle found that nearly all the subjects had parents who took a lively interest in activities around or outside the home. Some enjoyed sports and community activities, while others spent time gardening or pottering around the house. Only two subjects reported that their mothers led empty, lonely lives. Both these subjects were categorised as having a poor relationship with their parent(s).

Examination of the parents social contacts and/or friends indicated no clear patterns. Some parents went out often and enjoyed socializing with friends. Others had a few close friends and enjoyed spending time at home. A few reported that their parents had no close friends and rarely went out. However the type of socializing pattern seemed to be unrelated to the subject's relationship with his/her parents.

Neither were any consistent patterns apparent when the

parents method of bringing up children was examined. Comments by subjects about parents ranged from "very strict and conservative", to "reasonably strict but related to reality", to "easygoing, caring and loving." Nearly all the subjects indicated that their parents seemed to have enjoyed having children and had at least one major aspect of their child which they appreciated.

Development of independence and leaving home

The process of developing independence and leaving home was examined in several ways. Firstly subjects were asked directly whether they still felt dependent and in what ways their parents had gone about treating them as adults. Further questions were asked which related to the subjects own living situation. An additional topic of interest was how the subject's parents had left their family of origin.

Only one subject regarded herself as still being dependent on her parents. She was nineteen and thought she had a good relationship with her parents. She felt she could be independent if she wanted to be, however at present she still wanted someone to look after her. Several ways of developing independence emerged from subjects' responses. Some felt they had always been independent and had made their own decisions from a young age. Others felt that independence had developed gradually with parents giving them more freedom as they

grew older. Another group had gone through a very rebellious phase during high school after which they and their parents had gradually come to a mutual understanding. A fourth group found that independence arose when they got a job in another city. However, no consistent patterns emerged about how the ways of developing independence related to the quality of the relationship with parents or the subject's age.

In contrast, a very clear pattern emerged about the process of leaving home, among the subjects who had left home. All the subjects who had found leaving home a relatively easy process and had felt supported by their parents in their move, left home because it was necessary for work or education reasons. Furthermore all those subjects categorised as having a good relationship with their parents and living away from home, had parents living at least twenty miles from where the subject was obliged to live. They also felt that with leaving home their relationship had become closer, more equal and/or "adult to adult." However, all those subjects who had left home and were categorised as having a poor relationship with their parents had at least one parent living close to or in the same town or city, when they first left home. These subjects felt their relationship had not changed with leaving home, but they had become more able to understand why their relationship was like it was and/or more tolerant.

Differences also emerged between the relationship categories for those subjects who lived at home. The two subjects in this situation who were categorised as having a good relationship with their parents indicated that they liked living at home and enjoyed spending time with their parents. Neither planned to leave home in the next year, but both felt they could easily do so if they wanted to. However the subjects who were categorised as having an average/mixed or poor relationship with their parent(s) were more likely to say they lived at home because it was convenient and/or cheaper. They usually indicated that they would go flatting if they had more money and/or were planning to leave home soon. Some of these subjects felt their parent(s) would not be very happy about them leaving home.

Interestingly, when parents experiences of leaving their own family home were examined it became clear that the present phenomena of leaving home to go flatting while parents lived in the same town or city was extremely uncommon. Instead parents had left home for work or educational reasons, or to get married.

Values, Friends, Interests and Career Choices

Subjects were asked about the influence their parents had on such aspects of their lives as values, friends, interests and career choices. Again differences emerged

between the categories of relationship. Subjects classified as having a good relationship with their parents said they held the same or very similar values to their parents. Some said there were a few points they differed on but these were relatively minor. In career choices, they had found that their parents always accepted what they did, and when they had concerns had voiced them in a constructive way. They also reported that it was very easy to take friends home, that their friends liked their parents and their parents actively encouraged them to bring friends home.

Some of the subjects classified as having mixed/average or poor relationships reported similar experiences with values, career choice and friends. However, particularly with those categorised as having a poor relationship, it was much more likely that (1) with at least one parent they had a major difference in values, (2) had a parent who had been extremely unhappy with a career choice and/or (3) they felt embarrassed taking friends home. The types of issues over which differences in values occurred were:-

- (1) The subject was less concerned with money.
- (2) The subject felt it was more important to enjoy the present rather than think of security in the future.
- (3) The subject held more radical views on issues such as nuclear arms or racism.

A few subjects indicated that their values had become closer to their parents as they became older.

Reasons for differences of opinion about career were usually because the child had decided not to go straight to university as expected by the family, the subject had not followed a trade or profession his/her parent wanted and/or the subject had changed his/her trade or profession in a way which the parent did not approve.

Reasons for discomfort with bringing friends home included the messiness of the house, self consciousness when young about low standard of living, embarrassment about parent's or siblings behaviour and/or parents not letting the subject mix with friends when young.

No clear patterns emerged about interests shared by parent and child, or parents encouragement of individual interests. Some subjects shared interests such as sport, music and/or theatre with their parents while others had developed interests that were very different from their parents. Furthermore, some had received much encouragement for their own interests from parents, but others had received little encouragement and a few had been encouraged to follow interests which they didn't enjoy - for example music. However no subject reported being actively discouraged from an activity which they had become interested in.

Siblings

When subjects were questioned about how their siblings' relationships with their parents compared to their own, two major themes emerged. One was that often the oldest

child, or the oldest girl, had the most difficulty with his/her parents in adolescence and/or young adulthood. Some of the comments which were made were:-

"As the oldest I was the guinea pig - the others got priviledges earlier."

"My older sister had a more difficult time. She broke the path."

"My older sisters had a more difficult time, my parents were stricter and learnt on them. My parents found it hard to let go of the older ones. I had an easier time. Part of it was that I knew what my parents didn't like."

"My younger brother and sister have had more freedom. My parents were more experienced, better off financially and more mature."

The other theme was that subtle sex differences emerged between the treatment of brothers and sisters. Several subjects felt that they (male subjects) or their brothers (female subjects) had been given more freedom and had fewer limits such as curfews. Two girls felt their brothers had been given more support in school work and/or sporting activities. No obvious patterns emerged about how experiences of siblings compared to the subject's type of relationship with his/her parents. However, four of the subjects categorised as having a poor relationship with at least one parent had a brother who was physically handicapped, intellectually handicapped and/or psychiatrically disturbed. None of the subjects categorised as having a good or

mixed/average relationship with their parents reported these types of difficulties with a sibling.

CHAPTER IV

DISCUSSION

This thesis was essentially an exploratory study which examined the relationship between 16 to 25 year old university students and their parents. The two most significant findings were:-

- (1) That a global measure of happiness was a consistent predictor of subjects' relationships with their parents.
- (2) That eighteen background variables (including happiness) when combined could be used to predict with 80-90% percent accuracy those subjects who had a particularly poor or good relationship with their parents.

Four methods were used for assessing a subject's relationship with his/her parents:- a global rating scale of the quality of relationship with each parent, an index of interpersonal stress with each parent, a situational assessment of the subject's competence in communicating with his/her parents and in some cases an indepth interview. The first three methods were used to form seven relationship variables:- "communication competence", "stress-parents", "rating-parents",

"stress-mother", "rating-mother", "stress-father", and "rating-father". In addition, a number of possible environmental influences on the parent/adult child relationship were examined. These included - age, sex, living situation, time spent away from university, course level at university, religion, parents' ages, parents' socioeconomic status, financial relationship with parents', parents' cultural background, parents' range of friends, parents' marital status, where the parents' lived and whether the subject felt he/she had left home. Frequency counts, multiple regression analyses and discriminant function analyses examining the environmental influences and relationship qualities provided a large amount of information about parent/adult child relations in this subject group.

As was briefly mentioned earlier, the multiple regression analyses showed that a global measure of a subject's happiness was a significant predictor of a subject's relationship with his/her parents. On six of the relationship variables it was the most significant predictor, (explaining between 8 and 22 percent of the variance). It was also a significant predictor of variance in the remaining variable, "communication competence", (explaining 3.5 percent of the variance). Unfortunately no other measures of happiness, mood or satisfaction with life were used in the questionnaires or during the interviews. Thus it was not possible to determine:-

- (1) What exactly the happiness scale was assessing.
- (2) What the direction of the relationship was.

A more extensive study of this aspect of the sample would be useful, as it has implications for psychotherapeutic work with this age group. The psychotherapists mentioned in Chapter One characterised the parent/adult child relationship as having a significant impact on the coping ability of the young adult. The present results are consistent with this idea. Furthermore it was the author's impression from the interviews that qualities such as confidence, zest for life and feelings of pleasure varied with the quality of the subject's relationship with his/her parents. Unfortunately this was unable to be objectively substantiated.

The other particularly significant finding in this study was that, by using discriminant function analyses, eighteen of the possible environmental influences explored in questionnaire were able to predict with 80-90 percent accuracy the particularly high or low scores on each of the relationship variables. That is, when the top and bottom twenty-five percent of scores for each relationship variable were analysed it was possible to develop an equation from the background variables which predicted with reasonable accuracy what the subject's relationship with his/her parents would be like. This meant that an examination of the

environmental influences which were examined in this study was important. The results chapter covers both the qualitative and quantitative analysis. However a synopsis of what seemed significant to the author and a discussion of its relevance follows. The areas which will be described include:- the quality of relationship between parent and adult child; differences between the subject's relationship with his/her mother and with his/her father; the father's socioeconomic status; communication between parent and adult child; the parent's interests, friends and marital relationship; the level of independence; and the amount of contact between parent and adult child.

QUALITY OF THE PARENT/ADULT CHILD RELATIONSHIP

It was apparent from the "relationship variables" that well over half the subject population had reasonable relationships with their parents. On the global rating scale over seventy-five percent of subjects had rated their relationship with their mother and/or father as being 5.0 or more and only 5 percent as being 3.0 or less on a 7 point scale.

This trend continued when the level of stress between parent and adult child was assessed (ISP). At least seventy percent of subjects received scores on this scale which were less than half of the highest possible score. Examination of the items on the ISP demonstrated that over 75% of subjects indicated that their mother understood, supported, treated them age appropriately,

expressed appreciation, accepted them as they were, and attempted to resolve conflict. The same proportions of subjects saw little which needed to be improved in their relationship with their mother and at the most only felt slightly distant from her. Despite these positive views about the subjects' relationships with their mothers, between thirty and fifty percent of subjects felt quite angry with their mothers at least occasionally, had heated arguments with them, expressed little affection for them, concealed beliefs and behaviour from them, had few if any personal conversations with them, and believed their mothers were not very open to critical feedback. These results can be interpreted in several ways. One is that healthy parent - adult child relationships do not necessarily involve complete self-disclosure, much intimacy or lack of conflict. Another explanation is that some relationship qualities are found in many families, while other relationship qualities are less common and are what distinguish particularly good parent/adult child relations. Examination of the qualitative information gained from the interviews supported both of these interpretations. Subject's categorised as having a good relationship did not necessarily disclose many intimate details, and yet these same subjects often felt freer to talk about personal topics with their parents.

DIFFERENCES IN THE RELATIONSHIP WITH EACH PARENT

From the questionnaire results it was apparent that in comparison with the mother/adult child relationship

there was a tendency for father/adult child relationships to:-

- (1) Have a higher level of interpersonal stress.
- (2) Be rated as being of lower quality.
- (3) Show less competence in communicating.

These differences are similar to those found in Kroger's (1983) study examining the memories of New Zealand university students about their parents' way of bringing up children. In that study fathers were also described more negatively than mothers.

FATHER'S SOCIOECONOMIC STATUS

Of relevance to the different relationship qualities with each parent was that the father's socioeconomic status was the most significant predictor of "communication competence." It also contributed significantly to the variance in two other relationship variables - "rating-parents" and "rating-father." Klos and Paddock (1978) also found that social class correlated with "communication competence." A possible explanation for this finding is that father's of relatively high socioeconomic status are likely to be well educated and in jobs that require skill at problem solving. This knowledge can then be used in the family, resulting in better communication and better relationships than would otherwise be possible. Such an explanation fits with Westley and Epstein's (1970) observation that it seemed to be the father who was the most important figure in problem solution in families, and that families adept at problem solving through

communication were emotionally healthier.

COMMUNICATION

It had been hoped to use the (modified) Relationship Status Scales (RSS) for examining how the subjects in this sample communicated with their parents. However, due to there being a different pattern of correlations between the individual scales to that predicted by the author of the scale, this was not possible and instead a global measure of "communication competence" was used. This raises questions about the usefulness of these scales. The part of the questionnaire containing the RSS was viewed negatively by respondents, had a high rate of invalid answers (nearly 33%), and was time consuming and difficult to score. However, correlational analyses did find that the "communication competence" variable derived from the scale did vary with both level of interpersonal stress with each parent and the global ratings of the relationship with each parent. It was apparent from the RSS that there were many styles of communication, and the indepth interviews showed that openness in communication and willingness to constructively discuss differences were indicative of a good relationship.

However, a closer examination of how the parents and adult children communicated would have been useful. The manner in which this could be achieved is difficult to determine. Klos and Paddock (1978) made an attempt by developing the RSS. In this the subjects indicate

what their likely responses to their parents would be in nine problematic situations, but as was described earlier, there are methodological problems with their scale. A particular difficulty seems to be choosing situations which are relevant to a wide range of subjects. It is possible that different wording and different situations could create better subject compliance and more consistent correlation patterns, while still maintaining the basic intent of the scales. However extensive psychometric validation would need to be carried out, with particular attention paid to the scale's acceptability to respondents.

PARENTS' INTERESTS AND FRIENDS

Another group of possible environmental influences were the parents' interests and friends. It was found in the multiple regression analyses that when a parent had many friends the subject was more likely to communicate competently, rate the quality of his/her relationship as being good and show low levels of interpersonal stress with his/her parent. The interviews also offered some tentative support for this, as at least two subjects with poor relationships had lonely, isolated mothers. However what became apparent was that many of the subjects had parents who were active and interested in a wide range of activities. This was possibly to be expected in this subject group who were people that had been relatively successful in the education system, suggesting that their home environment was stimulating. Unfortunately the questions about friends in the

questionnaire and interviews were limited and did not explore whether the parents seemed happy with their social life and range of interests. Furthermore in the interviews some of the subjects did not know how their parents felt about their lifestyle.

PARENTS' MARITAL RELATIONSHIP

The interviews suggested that the quality of at least one parent/adult child relationship was likely to be poor if the marital relationship was poor.

Unfortunately a question about marital happiness was not asked in the questionnaire and only marital status was addressed. However twelve of the subjects' parents had divorced or separated, and the multiple regression analyses found that these subjects were more likely to rate their relationship with their mother as being good and having low level of interpersonal stress. This last finding was possibly unexpected in the light of Westley and Epstein's (1970) comment that the parents marital relationship seemed to be of primary importance in the emotional health of adult children. However their study focused on families where the parents were living together, and the possible changes if the parents separated were not considered. What was apparent from the interviews in the present study was that where the parents had separated the relationship with the father was very distant.

LEAVING HOME

The present investigation found that over half the

subject sample lived away from their parents. Furthermore over half of these subjects did so because their parents lived out of Christchurch. However, those subjects who had moved from a Christchurch based family had experienced leaving home as being difficult for their parents to accept. A possible reason for this was that the parents' reasons for leaving home when they were young were related to getting married, going to war, receiving an education or obtaining a job. That is the parents had stayed at home unless in their view there was a necessary reason for leaving. This suggests that the parents did not have the life experience for understanding their children preferring to flat when it was possible for them to stay at home. On the other hand those subjects who had left home and described themselves as having a good relationship with their parents had done so for job or educational reasons. Such a reason for leaving home seemed to be much easier for the parents to accept. It is possible that parents view their child leaving home to live in the same city as rejection.

FINANCIAL SUPPORT

Many subjects, both living at home and away from home received some form of financial support. This was often in the form of free or cheap board, loans, and gifts of money. The discriminant function analyses suggested that the financial relationship was a contributing variable to predicting particularly poor or good relationships. However other analyses failed to clarify

the nature of this relationship. Commonsense suggests that the need to be financially dependent as a result of student status could put extra pressures on an adult child who is attempting to become independent. Further study would be interesting.

INDEPENDENCE

The extent to which a subject viewed themselves as an independent adult was not examined in the questionnaire. However the interviews found that nearly all the subjects regarded themselves as being independent. A more objective method for assessing this would have been useful.

CONTACT WITH PARENTS

The amount of contact between parents and an adult child who lived away from home was difficult to assess. This was partly due to problems in the design of the questionnaire - but it also became apparent from the interviews that regular contact did not necessarily mean "good quality" contact. Some of the subjects maintained very regular contact but did this because of a sense of obligation, while others really wanted to communicate with their parents but did not get around to it. Again a more detailed study of this aspect of the relationship would be useful.

Limitations of the present study

The major aim of this thesis, to be exploratory, was

also it's weakness. There were a number of difficulties resulting from arising this.

- (1) Because a wide range of variables were examined, it was not possible to consider them in depth.
- (2) The effort to include all types of family situations and cultural backgrounds meant that there were many uncontrolled variables. For instance, the effects of having children, previously being married, having a dead or divorced parent or being adopted could not be examined because the subject numbers were too small. As a result such influences remained uncontrolled when the analyses were carried out.
- (3) As the study gathered a large amount of information, there was the potential for a wide range of statistical analyses. Time limits restricted what could be achieved. For instance, it would have been interesting to undertake correlational analyses of the individual items of the interpersonal stress with parent scale and the global rating of the relationship with each parent.
- (4) Inclusion of subjects living at home and subjects living away from home complicated interpretation of the results. Hindsight suggests it would have been appropriate to make a much clearer division

between these groups during the analysis, but this was not done. A complicating feature was that some subjects had had to move away from home for educational reasons while others still had parents in Christchurch. A correlational analysis attempting to examine the effect of this found no significant patterns, but small subject numbers were involved.

METHODOLOGICAL LIMITATIONS

Furthermore there were some methodological weaknesses in the study which meant the findings had to be viewed with caution. The main areas apparent to the author were as follows:-

- (1) The selection of subjects was by necessity non-random, however, nothing was known about those subjects who did not return the questionnaires. Weisberg and Bowen (1977) suggested that the return rate for this type of distribution with no followup was usually between 10 and 50 percent. This suggests that the level of questionnaire returns in this study was to be expected. However it seems likely that there could have been a systematic bias to the sample.
- (2) The subject population drawn on were not representative of all young adults. They were all university students and were studying

psychology. This suggests that they were more likely to be interested in human behaviour and did not represent the viewpoint of young adults who do not receive a tertiary education.

- (3) The phrasing of some questionnaire items was unclear and did not allow for a range of options and/or used imprecise wording. Examples of this were the questions about contact with parents, whether the parents had many friends and many of the items concerning interpersonal stress with parents. Some of these difficulties were caused by the need to make assumptions before the study was conducted. For instance, there was an assumption that a high level of interpersonal stress was indicative of a poor relationship and a low level was indicative of a good relationship. In fact the reality may have been that there was a curvilinear relationship or some other pattern.
- (4) The tools for assessing the quality of the relationship may have been problematic. As an example, during the interviews it became apparent that seven of the eight subjects classified as having a poor relationship with their parents had either a sibling with an intellectual handicap, a sibling with a psychiatric problem, a sibling with a physical problem, a dead parent and/or parents who were separated or divorced. It may

be that these subjects did have a poorer relationship with their parents, on the other hand it may be that these family experiences resulted in a different pattern of answers which were independent of the quality of the relationship.

- (5) Many of the possible background influences were interrelated. One would expect variables such as course level, time spent away from the university and amount of financial support to vary with the age of the subject. There are also likely to have been other such relationships. However, for simplicity it was decided to ignore this in the analyses. Ideally it would have been better to examine them further.
- (6) The study was based entirely on self report with no other criteria used for assessing the parent/adult child relationship. In addition the measurement was at one point in time. The use of methods such as interviewing the parents, observing parent/adult child interactions and carrying out a series of interviews over a period of years would have helped to provide much more objective information, but were beyond the scope of the study.

Implications for present assumptions about parent/young
adult relationships

What follows is an attempt to integrate the present findings with the seven hypotheses described in the first section. These were developed from the thoughts and ideas of life span theorists, and psychotherapists working with young adults. The first of these was that during young adulthood people move away from their parents both physically and emotionally. As mentioned earlier over half the subjects in this sample had moved away from home. A few of these did not actually feel they had left home and some of those living at home, had previously lived away from home. However due to an oversight in the questionnaire, subjects who lived at home were not asked when they planned to leave, and subjects who had left home were not asked when the event occurred. This limited the amount of statistical information available about the age at which subjects left home. Furthermore, statistical analyses about the subjects' living situations and their relationships with their parents was difficult, because of the wide range of influencing factors, such as age, reasons for leaving home and financial situation. However the discriminant function analyses did suggest that living situation was a contributing factor to predicting the quality of a subject's relationship with his/her parents. In addition the interviews found that many subjects enjoyed an ongoing good relationship or an improved relationship with their parents once they had left home. They commented that the relationship had become more adult to adult, or easier to understand and accept once they had shifted. This suggests that there

had been qualitative changes in the relationship. It may be that this qualitative change is what is meant by the term "separation", however to some extent the term seems a misnomer because the relationship between the parent and adult child appears to continue in some form despite physical separation.

Thus as far as the first hypothesis is concerned this study suggests there are changes in the parent/child relationship during young adulthood and these are likely to include physical separation. However, as was suggested by Sullivan and Sullivan (1980) and Pomerantz (1982), it seems possible that with the physical move away from home there is not necessarily an emotional distancing, and in practice relationships may become closer. In fact it maybe that while an adult child lives at home it is necessary to be more emotionally separate in order to develop an adult relationship, but once the physical reality of separation has taken place the emotional distance is not so necessary.

The second hypothesis was that the young adulthood "transition" was a traumatic and difficult period for parent and young adult. This study found that this certainly had not been the case for many of the subjects. Well over half the subjects had a reasonable relationship with their parents at the time of the questionnaire. This supports the findings by writers such as Offer and Offer (1975) and Westley and Epstein

(1970) that a good proportion of adolescents and young adults get on with their parents. Unfortunately this finding was clouded by the fact that the study was based on a cross-sectional rather than a longitudinal design. The questionnaire did not examine how the parent/adult relationship had been in the past. Yet it was apparent from the interviews that some subjects had been through rebellious or difficult periods in their early teenage years, a pattern suggestive of Offer and Offer's (1975) "surgent growth group." It was also apparent that it was not possible to predict whether those who had a good relationship now would necessarily maintain it, or that those with a poor relationship would continue in this way throughout their lives. Furthermore, the suggestion in the literature that parent/adult child relationships experience further changes with the advent of marriage and children (e.g. Williamson 1981, Baruch and Barnett 1983, O'Neill and Reiss 1984) point out that only an aspect of an ongoing relationship has been examined in this study. Of particular interest to the author is what relationship changes might occur in those subjects who lived at home at the time of the study and still had to go through the processes of leaving home and forming friendships apart from the family.

An examination of the quality of the parent's marital relationship was unfortunately not included in the questionnaire. This made it difficult to assess the third hypothesis which predicted that the quality of the parents' marital relationship effected the social and

emotional adjustment of the young adult. However, the finding that the parents being separated or divorced was a significant predictor of the subject rating his/her relationship with his/her mother as being good and exhibiting a low level of interpersonal stress, suggested that this could be an important variable worth examining more closely. In addition, the interviews suggested that the quality of the parent/adult child relationship was better if there was a good marital relationship. However, it was not possible to obtain objective evidence of this. Further study is needed.

The fourth hypothesis, suggested that the parents' views about their child's competence in assuming an adult role and their encouragement of independence were important in successfully moving to adulthood. This was difficult to assess in this study as it was hard for the subject to have an objective view about his/her independence. Nearly all the subjects regarded themselves as being independent and they were often unable to explain how this had happened. Ways of examining it further would have been to interview the parents and/or give the subjects one of the scales looking at memories of parental behaviour toward the subject when he/she was a child. It seems an important area for further study as changing parents attitudes could be an important intervention in improving family relationships.

The finding that happiness was the most significant predictor of a subject's relationship with his/her

parents provides support for the fifth hypothesis:- that the child's relationship with his/her parents as she/he is growing up will effect the child's transition to adulthood and adult functioning. While the direction of the relationship was not able to be assessed in this study, it does seem possible that happiness is affected by the quality of the relationship between parent and adult child. It also seems likely that the basic nature of this relationship continues through from childhood as seen in Zeigler and Musliner's (1977) longitudinal study. Understanding exactly what is meant by "happiness" and how this is affected by the parent/adult child relationship would be interesting and a valuable contribution to improving therapy with young adults.

The sixth hypothesis suggested that open communication would lead to easier separation at adolescence. "Separation" was a difficult quality to assess in the questionnaire and interviews. However, it was found that the more open the communication was the more likely it was that there was a good relationship between the parent and adult child. This was suggested by the way in which "communication competence" varied with the rating of the relationship and the level of interpersonal stress. It became even more apparent from subjects' comments in the interviews. However, a complicating factor in assessing the level of competence in communication was that some of the subjects were doing university courses such as social work and clinical psychology which developed communication

skills. Furthermore all the subjects were studying at least some psychology. Thus they were more likely to know what would be appropriate communication, and attempt to try it out, even if it was not their families usual way of communicating. One subject interviewed actually commented that his social work training had had a major influence on how he interacted with his parents. This meant that the present findings need to be viewed circumspectly. However, they do support the views of people such as Haley (1980) and Stierlin et al (1971), that directness in communication within families is important. Further study would help determine whether specific communication training, such as that espoused by Guerney (1977), would be useful for families with adolescents or young adults who would like to relate better.

The findings of this study also offer tentative support for the last hypothesis which suggested that the parents' own experience with his/her family and range of interests outside the family would effect how he/she related with his/her adult child. Much of this has already been described in this discussion. Briefly it was found that when the parents' were seen by the subject as having many friends, it was more likely that the young adult had a good relationship with his/her parents. This can be interpreted as meaning that when the parent has a range of friends it is likely that the parent would not be as dependent on his/her child. However it also seems possible that someone who is liked

by a wide range of people has more likelihood of being liked by his/her child.

This points to an important fact relevant to the entire study. When a relationship between the variables was found, it did not permit any conclusions to be drawn about causal linkages. In addition it was only possible to predict up to twenty-nine percent of the variance when all the data was analysed. This suggests there were other unexamined variables which were affecting the relationship between the adult child and his/her parents.

Summary and conclusions

This study was exploratory and as such could only touch on the ideas raised during an examination of the literature. The basic impetus was the idea that young adulthood seemed to be a period of changing roles which could be expected to alter the young adult/parent relationship. As a result the aim was to assess how "normal families" managed a child leaving home, communicated, and/or developed adult relationships. The findings were very tentative and could have been based on sounder methodology. However, considering the very general subjective nature of the study, two fairly salient results emerged. One was that a young adult's global level of happiness was a significant predictor of a subject's relationship with his/her parents. The other was that eighteen variables measuring various

possible environmental influences were able to predict with 80 to 90 percent accuracy those subjects with particularly good or poor relationships. An implication of these results is that when an unhappy young adult presents for counselling or therapy, it is worthwhile to examine his/her relationship with his/her parents.

Furthermore it may be that the quality of this relationship could be improved by simple changes such as the development of financial independence or a change in living situation. However, much more research is needed to verify these ideas and the examination of other factors such as the quality of the parents' marital relationship seems important.

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APPENDIX A.

RELATIONSHIP WITH PARENTS QUESTIONNAIRE

Section I. Background Information on Questionnaire

Section II. (Modified) Interpersonal Stress With Parent Scale

Section III. (Modified) Relationship Status Scales

RELATIONSHIP WITH PARENT(S) QUESTIONNAIRE

This questionnaire is part of a study looking at the relationship between young adults and their parents. It is an area about which surprisingly little is known and your replies will be useful in extending knowledge in this field.

For
offic
use

52 ☐

All individual replies will be confidential and overall findings will be available for you to see when the study is completed by contacting the departmental secretary.

If you would be willing to be involved in a further study which would involve a face to face interview please fill out the following details.

Name : _____

53 ☐

Address: _____

Telephone No. Day: _____ Evening: _____

We realise that not everyone grows up in a two parent family but we are interested in finding out the range of people's experiences. For the purposes of this questionnaire we would like "parent(s)" to mean the person(s) you regard as your mother and/or father.

1. If you have two (or more) parents complete the whole questionnaire.
2. If you have just a mother leave out pages 22-26 and interpret "mother and father" as mother on pages 18-21.
3. If you have just a father leave out pages 14-17 and interpret "mother and father" as father on pages 18-21.
4. If you have no parents leave out pages 4-26

1.

For
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1. IN THIS FIRST SECTION WE WOULD LIKE TO KNOW SOME BACKGROUND INFORMATION ABOUT YOU. (PLEASE FILL IN THE SPACE OR CIRCLE THE APPROPRIATE ANSWER).

1 Age _____

1 ☐

2	Sex	Male	Female
---	-----	------	--------

2 ☐

3 Years of full time study since leaving high school

3 ☐

4 Years of part time study since leaving high school

4

5 Years of full time employment since leaving high school

5 ☐

6 If you are a full time or part time student what course(s) are you doing this year?

6	
---	--

7 If you are not a full time student what is your present
occupation?

7

8 Marital status -

Single Defacto Married Separated Divorced Widowed

8

9 Do you have children? YES NO

A. If so - number _____
ages

9 ☐

10 Race.

European Maori Other (Specify)

10 ☐

11 Are you committed to a particular religion?

YES NO

A. If so, what is it?

11 ☐

2.

12 Where do you live?
both parents flat board
mother hostel own home (incl. rental accomodation)
father Other (specify)

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12 ☐

13 Would you describe yourself as having left home?
YES NO

13 ☐

14 How happy are you most of the time?
(Put a mark indicating where you fit on the scale below)

7 6 5 4 3 3 1

very usually somewhat somewhat usually very

happy happy happy unhappy unhappy unhappy

14 ☐

3.

II IN THIS SECTION WE WOULD LIKE SOME BACKGROUND INFORMATION ABOUT YOUR PARENT(S).

15. Is your father alive? YES NO

A. If so, how old is he? _____

does he live in Christchurch? _____

15 ☐

16. What is/was your father's occupation? (if retired or unemployed give his last occupation). _____

16 ☐

17. Does/did your father seem to have many friends?

YES NO

17 ☐

18. Did your father emigrate to New Zealand? YES NO

A. If so, how long ago? _____ where from? _____

18 ☐

19. Is your mother alive? YES NO

A. If so, how old is she? _____

does she live in Christchurch? _____

19 ☐

20. What is/was your mother's occupation? (if housewife, retired or unemployed give her last paid occupation). _____

20 ☐

21. Does/did your mother seem to have many friends?

YES NO

21 ☐

22. Did your mother emigrate to New Zealand? YES NO

A. If so, how long ago? _____ where from? _____

22 ☐

23. What is/was your parents marital status?

Married

Separated

Divorced

Defacto

23 ☐

24. Are your mother and father your biological parents?

YES NO

A. If no, please explain your relation to them.

24 ☐

4.

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office
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III. THIS SECTION ASKS ABOUT VARIOUS ASPECTS OF YOUR PRESENT RELATIONSHIP WITH YOUR PARENT(S). (IF YOU HAVE NO PARENTS PLEASE GO TO PAGE 23).

25. If you are living at home have you lived away from home at any time since leaving school?

YES NO

25 ☐

A. If so, for how long? _____
where did you live? _____
why did you return home? _____

26. If you live or have lived away from home indicate the frequency of contact with your:-

A. Mother Visits Daily - Weekly - Monthly - Yearly
Letters Daily - Weekly - Monthly - Yearly
Phone calls Daily - Weekly - Monthly - Yearly

26a ☐

B. Father Visits Daily - Weekly - Monthly - Yearly
Letters Daily - Weekly - Monthly - Yearly
Phone calls Daily - Weekly - Monthly - Yearly

26b ☐

27. Do you receive financial support from your parent(s)?
(Free board is regarded as financial support)

YES NO

A. If so, is this essential for continuing your present life style? _____
what form does it take? _____

27 ☐

28. How would you rate your present relationship with each of your parent(s)? (Put a mark on the scales below).

A. Mother

28a ☐

7 6 5 4 3 2 1
Extremely Terrible
good

B. Father

28b ☐

7 6 5 4 3 2 1
Extremely Terrible
good

5.

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offic
use

IN THE FOLLOWING QUESTIONS INDICATE WHICH OF THE ANSWERS BEST DESCRIBES YOUR PRESENT RELATIONSHIP WITH YOUR PARENT(S) BY MAKING A CHECK MARK IN THE APPROPRIATE BOX.

29. Do you feel that your parent tries to understand your point of view when you discuss something?

Mother Father

☐ ☐ Yes, my parent makes a lot of effort to understand my view.

29 ☐

☐ ☐ My parent makes a moderate amount of effort to understand my view.

☐ ☐ My parent makes a small effort to understand my view.

☐ ☐ No my parent usually does not try to understand my point of view when we talk.

30. Do you have good, personal conversations with your parent?

Mother Father

☐ ☐ Yes, we have very personal or intimate conversations.

☐ ☐ We have quite personal conversations.

30 ☐

☐ ☐ We have somewhat personal conversations.

☐ ☐ No, we typically do not have good, personal conversations.

6.

31. In the last six months have you felt angry with your parent?

Mother Father

☐ ☐ Yes I have felt very angry at least once.

☐ ☐ I have felt quite angry at least once.

☐ ☐ I have felt somewhat angry at least once.

☐ ☐ No, I seldom feel angry with my parent.
For
office
use31 ☐

32. Do you have arguments with your parent?

Mother Father

☐ ☐ Yes we have very heated arguments.

☐ ☐ We have somewhat heated arguments.

☐ ☐ We have slightly tense disagreements or mild arguments.

☐ ☐ No, we seldom have an argument.
32 ☐

33. Do you express affection to your parent?

Mother Father

☐ ☐ Yes, I express a lot of affection to my parent.

☐ ☐ I express a moderate amount of affection to my parent.

☐ ☐ I express a little affection to my parent.

☐ ☐ No, I usually do not express affection to my parent.
33 ☐

7.

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34. Do you feel confident that your parent would give emotional support to you if you needed it?

Mother Father

☐☐

Yes I am confident that my parent would give a lot of emotional support to me if I needed it.

☐☐

I am confident that my parent would give a moderate amount of emotional support to me if I needed it.

☐☐

I am confident that my parent would give a little emotional support to me if I needed it.

34 ☐

☐☐

No, my parent is unable or unwilling to give emotional support to me.

35. Do you think that your parent treats you as though you are younger than you are?

Mother Father

☐☐

Yes, my parent treats me very inappropriately for my age.

☐☐

My parent treats me quite inappropriately for my age.

☐☐

My parent treats me somewhat inappropriately for my age.

35 ☐

☐☐

No, my parent treats me appropriately for my age.

8.

36. Do you think that your parent is inadequate at expressing appreciation or giving recognition to you for behaviour directed to him or her?

Mother Father

☐☐

Yes my parent is very inadequate at expressing appreciation or giving recognition of some of my behaviour directed to him or her.

36 ☐☐☐

My parent is moderately inadequate at expressing appreciation or giving recognition.....

☐☐

My parent is slightly inadequate at expressing appreciation or giving recognition.....

☐☐

No. My parent adequately expresses appreciation and gives recognition to me for behaviour directed towards him or her.

37. Do you feel confident that your parent would be open to critical feedback from you, if it was done tactfully?

Mother Father

☐☐

Yes, I feel confident that my parent would be very open to tactful, critical feedback about any kind of behaviour.

☐☐

I feel confident that my parent would be open to tactful, critical feedback about quite a few kinds of behaviour.

37 ☐☐☐

I feel confident that my parent would be open to tactful, critical feedback if it was limited to a few topics or kinds of behaviour.

☐☐

No, my parent is not open to critical feedback, no matter how tactful.

9.

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office
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38. Do you feel distant or alienated from your parent?

Mother Father

☐☐

Yes I feel distant or alienated from my parent.

☐☐

I feel moderately distant from my parent.

☐☐

I feel slightly distant from my parent.

☐☐

No I seldom or never feel distant from my parent.

38 ☐

39. Do you conceal beliefs or behaviours from your parent?

Mother Father

☐☐

Yes, I am constantly careful not to reveal particular thoughts or behaviour to my parent.

☐☐

Fairly often I decide not to say exactly what I think or reveal my past behaviour to my parent.

☐☐

Occasionally I hold back from 'being myself'.

☐☐

No, I am open about my beliefs and behaviour with my parent.

39 ☐

10.

40. Do you feel that your parent accepts you as you are?

Mother Father

☐ ☐ Yes, my parent is completely accepting of me as I am.

☐ ☐ My parent is usually accepting of me as I am.

☐ ☐ My parent is fairly accepting of me as I am.

☐ ☐ No. My parent usually is unaccepting of me or would be if she/he knew me well.

41. Do you feel confident that, if there were a conflict, your parent would be eager to work towards a compromise with you?

Mother Father

☐ ☐ Yes, I am confident that my parent would be eager to find a mutually satisfactory compromise.

☐ ☐ I am confident that my parent would eventually be willing to compromise if a conflict arose.

☐ ☐ I am confident that my parent would compromise a little if a conflict arose.

☐ ☐ No. My parent usually does not want to compromise in a conflict situation.

For
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40 ☐

41 ☐

For
office
use

42. Do you think that your relationship with you parent needs improvement?

Mother Father

☐ ☐ Yes, I think that our relationship needs much improvement.

☐ ☐ I think our relationship needs some improvement.

☐ ☐ I think our relationship has one or two unsatisfactory aspects which could be improved.

☐ ☐ No, I am fully satisfied with our relationship as it is.

42 ☐

12.

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IV.

This section has been designed to look at ways in which young adults communicate with their parents. It contains nine social situations where you are asked to imagine that a certain set of circumstances occurs in your family. Although you may not have experienced these precise situations make an effort to imagine what you would actually say or do if this situation occurred. It is important that you state what your most probable behaviour would be - even if your own family is very different or you have been away from home for a while,

It should take about four or five minutes to respond to each situation. An example of one situation and three common responses are provided below.

"Decision about how to spend a Sunday afternoon"

You and your family had planned to spend Sunday afternoon walking in a nearby scenic reserve. Everyone was eager to do something together outdoors. But on the day before the planned outing you get a call from a friend of yours who says that he has just been given two free tickets to a concert on Sunday which you had both wanted to attend, but had been told was "sold out" when you went to buy the tickets. You would like to be with your family, but you also want to go to what promises to be a really good concert. You tell your friend you will call him back in a few minutes after you speak with your family. Imagine that you are in this situation now; what would you say to the other people in your family?

Three common responses:-

1. "Mum and Dad, Sue, that was Tom on the phone and he's got two free tickets to the concert tomorrow. I am really tempted.....but I think I'll say "No thanks" to Tom. (I put a higher priority on family outings than on going out with my friends).
2. "Hey all of you, Tom has two free tickets to that show I

13.

couldn't get into. Couldn't we take an early morning walk tomorrow so I could get back in time? We could go and see the sunrise".

3. "I just got a free ticket for tomorrow's concert, I know you'll be disappointed, but we can go walking most weekends - but I don't get this opportunity often". (I would be very insistent about postponing the outing).

Remember, if you have only one parent follow the instructions given at the beginning of the questionnaire.

For
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14.

Your Relationship With Friends

For
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You have had a good holiday with lots of sun, good friends and interesting activities. Tomorrow your normal routine begins again. Your mother* comes into the living room where you are watching television and asks to speak to you. She says she has noticed that you have a tendency to drop a friend once the novelty of the relationship wears off. She is concerned that your peers may have noticed this and now feel "used". Your mother reports her impression to you and hopes that you will think about this observation. You think that you relate well with your peers and recall that in the past your mother has occasionally given unsolicited advice. Imagine that you are in this situation now, and write in the space below what you would actually say to your mother.

43 ☐

* If you have no mother skip the next 3 pages and begin on page 22.

15.

Instructions for the next situation

For
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Would your mother be upset if you told her you were "going out" with someone from another race?

If you answered "Yes" go on to the next page and write in the blank the race you had in mind. If you answered "No", keep reading.

What if the person were ten years older?	As soon as you answer "Yes", go on to the next page and write in the blank the appropriate description of the person.
What if that person were divorced?	
What if that person were divorced and with a child?	

What if that person were bisexual?

What if that person had just spent three months in a psychiatric hospital?

What if that person were a heroin addict?

16.

A special friend

You have started "going out" with someone who is _____ and have found the experience very pleasant, meaningful and interesting. Judging from the comments your mother has made in the past, you think that she would be very upset upon hearing this news and probably insist that you stop seeing this person. Although you don't feel "in love with" the person, you would like to share with your mother your excitement about getting to know someone special. However, you wonder if she can handle it. Imagine you are in this situation now and write in the space below what you actually would do.

For
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17.

Opening your mail

Ever since your mother's heart attack two years ago, she has more than enough difficulty following her physicians advice to get neither upset nor tense. Indeed, she is quick to remind the family that emotional upset will harm her health. Over the last few months, she has developed the habit of opening your mail and this continually irritates you. You have asked her not to do this, but she persists in saying, "Oh, I forgot", or "We shouldn't have secrets in this family". You feel very angry but are concerned about the consequences to her health of confronting your mother. Imagine that you are in this situation now, and write in the space below what you actually would do.

For
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18.

Listening to what others say

One evening you come home exhausted. It has been a particularly rough day, and you want to relax a bit, eat dinner, and then go out with some of your friends. However, shortly after dinner and before you leave the house for the evening, your parents* say they want to speak with you for just a little while. They say that on several occasions in the past few months they have seen you interacting with your friends and had noticed that you do not seem to listen to what another person has to say. Your parents have gained the impression that you tend to make snap judgements about the person as if you already knew what the individual was going to say or as if it were not worth hearing. You are surprised to hear this and take a few moments to think how to respond. You have noticed that people in general are not very attentive listeners, but you picture yourself as hearing-someone-out when it is important. Imagine that you are in this situation now, and write in the space below what you actually would say to your parents.

For
offi
use

46 ☐

* If you only have one parent interpret "parents" as your mother or father.

19.

Which one of the following kinds of possible legislation do you most favour?

Compulsory union membership

Stricter environmental protection

Capital punishment for certain crimes

Legalisation of marijuana

Easier access to abortion

Nuclear disarmament

Eliminate all income tax loopholes

Non-discrimination in housing and jobs for homosexuals

Randon breath testing

Lower immigration rates for Pacific Islanders

Increased national defence spending

Ratification of the Treaty of Waitangi.

For the situation on the next page, write in the blank the issues which you chose above.

For
offic
use

20.

Politics at the family reunionFor
office
use

Because it has been a long time since your whole family has had a reunion, your parents* decided to organise one for Easter weekend, and they spent a lot of time preparing for the event. The big day, finally arrives and about twenty family members hug each other, reminisce and talk about current events. You feel very much in the spotlight since your parents introduce you to numerous relatives who seem interested in the kind of person you have grown to be. You see the pride in your parents' faces as you go around meeting these people. A little later you feel increasingly uneasy as you overhear your relatives discussing legislation which is currently before parliament. You strongly support this kind of legislation and are surprised to hear that your relatives oppose it. You also learn that they are politically active and committed to their beliefs. While all this is dawning on you, an uncle turns to you and says "You know, it's been a long time since you were out to see us. Why don't you arrange to come up to our place for a visit during the next few months. It might be a nice break and you would see the kinds of things we do in our spare time. The next few months would be especially interesting because my family will be working for a local committee, organised to fight against legislation for _____." (Which you favour!). You look at your uncle who is awaiting some response and then glance at your parents who are standing nearby with proud smiles on their faces. Imagine you are in this situation now and write in the space below what you actually would do.

47 ☐

* If you have only one parent interpret "parents" as your mother or father.

21.

Parents are fightingFor
office
use

For many years, your parents* often have spent their evenings fighting with each other. Since you have shifted to another city you have had a welcome break from all the shouting. A week before returning home for a holiday you receive a letter from your sister. "Mum and Dad are really going at it these days. In fact one night they both got so angry that Mum threw that beautiful antique base she loves so much at Dad after he threatened her". A few days later you go home. As you have had a rough few months you are really tired and do not want any hassles. Things go along fine for the first two days then one night all hell breaks loose. Lying in bed you hear your parents arguing. You try to ignore it hoping that your parents will stop in a little while, but the argument seems to be one of their better efforts and it continues... and continues. The more you listen the more your parents get under your skin. Their chronic fighting is disturbing and aggravating the whole family. Imagine that you are in this situation now and write in the space below what you actually would do.

48 ☐

* If you have only one parent and this situation does not fit his/her living situation skip this page.

22.

Instructions for the remaining situations

The last three situations will be similar to the first three which you responded to, except these will involve you and your father, instead of you and your mother. If you do not have a father skip the next 4 pages and go to page 27.

NOTE: If you decide that your likely response to your father would be the same as your response to your mother do not put "I would say the same thing". Please rephrase your response to your father and write it out in full.

For
offic
use

23.

Your relationships with friends

This time, your father comes into the living room where you are watching television and asks to speak with you, saying that he has noticed that you have a tendency to drop a friend once the novelty of the relationship wears off. Once again assume that this observation differs from your self-picture and that in the past your father has given you unsolicited advice. Imagine that you are in this situation now, and write in the space below what you actually would say to Dad.

For
offic
use

24.

Instructions for the next situation

For
offic
use

Would your father be upset if you told him you were "going out" with someone from another race?

If you answered "Yes" go on to the next page and write in the blank the race you had in mind. If you answered "No", keep reading.

What if the person were ten years older?

What if that person were divorced?

What if that person were divorced and with a child?

What if that person were bisexual?

What if that person had just spent three months in a psychiatric hospital?

What if that person were a heroin addict?

As soon as you answer "Yes", go on to the next page and write in the blank the appropriate description of the person.

25.

A special person

You have started "going out" with someone who is and judging from the comments your father has made in the past, you think that he would be very upset upon hearing this news and probably insist that you stop seeing this person. You would like to share with your father your excitement about getting to know someone special, but you wonder if he can handle it. Imagine that you are in this situation now and write in the space below what you actually would do.

For
offic
use

26.

Opening your mail

This time your father has had the heart attack, has continually reminded the family that emotional upset will harm his health, and has a habit of opening your mail. Again you feel very angry but are concerned about the consequences of confronting Dad. Imagine that you are in this situation now, and write in the space below what you actually would do.

For
offic
use

27.

V.

The space below is for writing down any comments you wish to make about your relationship with your parents and or the questionnaire you have just filled in. If you are prepared to be involved in a further study an indication on the first page of how we can contact you would be much appreciated.

For
office
use

APPENDIX B

Scales which, although appropriate, were not used

Family Environment Scale.

Parent-Child Relations Questionnaire.

Child's Report of Parental Behaviour Inventory.

Emancipation Questionnaire.

Family Relations Test - Adult Version.

Family Environment Scale (FES)

Moos (1974) developed the FES to assess the social climate of families. It was originally used for assessing the relationship between family environment and recidivism in delinquents. The focus of the FES is on the measurement and description of interpersonal relationships among family members, the directions of growth emphasized within the family and the basic organizational structure of the family. The rationale for the scale is based on the work of Murray and his concept of environmental press (cited Moos 1974). An initial 200 item form was reduced to 90 items following administration to 1000 individuals in 285 families from a wide variety of backgrounds. The 10 resulting subscales are described in Table B-1. Standard scores for each subscale have been developed.

Psychometric test construction data show acceptable subscale internal consistencies, moderate to substantial correlations for average item-subscales and acceptable test-retest reliabilities. The average subscale intercorrelations suggest they measure quite distinct although somewhat related aspects of family social environment. (Moos 1974).

The scales can be used to derive detailed descriptions of the social environment of families, comparison of parent and child perceptions, assessment of changes in family environment over time and the contrasting of

Table B-1

Family Environment Scale Subscale Descriptions

Relationship Dimensions

- | | |
|-------------------|---|
| 1. Cohesion | The extent to which family members are concerned and committed to the family and the degree to which family members are helpful and supportive of each other. |
| 2. Expressiveness | The extent to which family members are allowed and encouraged to act openly and to express their feelings directly. |
| 3. Conflict | The extent to which the open expression of anger and aggression and generally conflictual interactions are characteristic of the family. |

Personal Growth Dimensions

- | | |
|-------------------------------|---|
| 4. Independence | The extent to which family members are encouraged to be assertive, self-sufficient, to make their own decisions and to think things out for themselves. |
| 5. Achievement
Orientation | The extent to which different types of activities (i.e., school and work) are cast into an achievement orientated or competitive framework. |
-

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Table B-1 continued

-
- | | |
|---|---|
| 6. Intellectual-
Cultural
Orientation | The extent to which the family is concerned about political, social, intellectual, and cultural activities. |
| 7. Active
Recreational
Orientation | The extent to which the family participates actively in various recreational and sporting activities. |
| 8. Moral -
Religious
Emphasis | The extent to which the family actively discusses and emphasizes ethical and religious issues and values. |
-

System Maintenance Dimensions

- | | |
|-----------------|--|
| 9. Organization | Measures how important order and organization are in the family in terms of structuring the family activities, financial planning and the explicitness and clarity in regard to family rules and responsibilities. |
| 10. Control | Assesses the extent to which the family is organized in a hierarchical manner, the rigidity of family rules and procedures and the extent to which family members order each other around. |
-

- from Moos (1974) - pgs 272-273.

different families with each other. Information can be averaged for comparison between families or separated to look at patterns within a family. Forms for assessing ideal family environment and expected family environment, plus a shortened form are available.

At the time of publication Moos (1974) had little research using the FES. Some preliminary analyses by him suggest the following:-

1. There are no consistent sex differences,
2. Families vary in the amount of agreement displayed between the responses of different family members,
3. There are changes in some subscales with increase in family size,
4. The moral - religious emphasis subscale differentiates families who drink alcohol rarely or never.
5. That clinic families and matched normal families, show different response patterns.

This scale would have been useful for this study, but the manual was unobtainable before the research was begun. However a major disadvantage for this study was that the scale asks for the respondents view of the family as a whole rather than the person's relationship

with his/her parents specifically. Another problem in using the FES was that the standard scores would not necessarily have been applicable to a New Zealand population. However with hindsight the writer now feels that this scale could have provided useful data.

Parent - Child Relations Questionnaire (PCR).

The Parent Child Relations Questionnaire (Roe and Siegelman 1963) assesses a person's perception of his/her parents' behaviour to him/her as a child. The original PCR contained 130 true/false items which formed ten subscales. However, according to White (1982) a modified form of the instrument (PCR II) consists of 100 items with five subscales. In order to reduce some of the difficulties inherent in using retrospective data, the items refer to specific behaviours rather than attributes. It is administered separately for each parent. In the original PCR the ten subscales consisted of the following categories of behaviour - protective, demanding, rejecting, neglecting, casual, loving, symbolic-love reward, symbolic-love punishment and direct-object punishment. Table B-2 contains a description of each of these categories.

Table B-2

Description of Categories in the Parent-Child Relations
Questionnaire

Protective - This category includes parents who give the child's interests first priority. They are very indulgent, provide special privileges, are demonstratively affectionate, may be gushing. They select friends carefully, but will rarely let him visit other homes without them. They protect him from other children, from experiences in which he may suffer disappointment or discomfort or injury. They are highly intrusive and expect to know all about what he is thinking and experiencing. They reward dependancy.

Demanding - Parents in this group set up high standards of accomplishment in particular areas, manners, school, etc. They impose strict regulations and demand unquestioning obedience to them, and they do not make exceptions. They expect the child to be busy at all times at some useful activity. They have high punitiveness. They restrict friendships in accord with these standards. They do not try to find out what a child is thinking or feeling, they tell him what to think or feel.

Rejecting - Parents in this group follow the extremer patterns of the preceding group, but this becomes rejecting when their attitude is a rejection of the childishness of the child. They may also reject him as an individual. They are cold and hostile, derogate him and make fun of him and his inadequacies and problems. They may frequently leave him alone and often will not permit other children in the house. They have no regard for the child's point of view. The regulations they establish are not for the sake of training the child, but for protecting the parent from his intrusions.

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Table B-2 continued

Neglecting - These parents pay little attention to the child, giving him a minimum of physical care and no affection. They forget promises made to him, forget things for him. They are cold, but are not derogatory nor hostile. They leave him alone, but do not go out of their way to avoid him.

Casual - These parents pay more attention to the child and are mildly affectionate when they do. They will be responsive to him if they are not busy about something else. They do not think about him or plan for him very much, but take him as a part of the general situation. They don't worry much about him and make little definite effort to train him. They are easy going, have few rules, and do not make much effort to enforce those they have.

Loving - These parents give the child warm and loving attention. They try to help him with projects that are important to him, but they are not intrusive. They are more likely to reason with the child than to punish him, but they will punish him. They give praise, but not indiscriminatingly. They try specifically to help him through problems in the way best for him. The child feels able to confide in them and to ask them for help. They invite his friends to the house and try to make things attractive for them. They encourage independence and are willing to let him take chances in order to grow towards it. Distinction between Loving and Casual categories can be difficult. A basic differentiating factor is the amount of thought given to the child's problems.

Symbolic-Love Reward - The parents using this kind of reward praise their children for approved behavior, give them special attention, and are affectionately demonstrative.

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Table B-2 continued

Direct-Object Reward - These include tangible rewards such as gifts of money or toys, special trips, or relief from chores.

Symbolic-Love Punishment - Such punishments include shaming the child before others, isolating him, and withdrawing love.

Direct-Object Punishment - These include physical punishment, taking away playthings, reducing allowance, denying promised trips, and so on.

- from Roe and Siegelman (1963) - pg 357

Each subscale is scored separately, the greater the score the more that scale's characteristic is perceived by the respondent as having been present in the parent-child relationship. Factor analysis has found that the results can be interpreted in terms of three orthogonal factors - Loving-Rejecting, Casual-Demanding and Overt Concern of the Parent.

Information about reliability and validity is minimal.

The original items developed by the authors were submitted to four judges with descriptions of the categories. Only items which were assigned to the same category by all the judges were included in the questionnaire. Subscale reliabilities on a sample of 142 college students ranged from .708 to .872 for mothers and .687 to .896 for fathers (Roe and Siegeleman 1963).

It was decided not to use the PCR in this study because its focus was on past parental behaviour rather than the present relationship. If the study had been able to be more extensive this scale would have provided interesting information about how child rearing style and present relationship with parents interrelated. However, a disadvantage of the scale is that it makes assumptions about what is appropriate and inappropriate parent behaviour in rearing children. There is also no evidence of concurrent or predictive validity.

Child's Report of Parental Behaviour Inventory (CRPBI)

The CRPBI (Schaeffer 1965) was developed in order to have some short, reliable scales for measuring parental-behaviour with children. A prior conceptual model of parental behaviour, in which the dimensions of love versus hostility and autonomy versus control were a major component, was used as a basis for developing the subscales. According to Kroger(1983) the CRPBI consists of 192 statements about childrearing practices and subjects are asked to rate each item on a three point scale of 'like', 'somewhat like', or 'unlike' their parent (scored 3, 2, 1 respectively). There are mother and father forms which are identical except for pronoun changes. The instrument yields scores on 18 scales, six of which are comprised of 16 items and 12 of which are comprised of 8 items. Table B-3 contains a description of each scale.

Schaeffer (1965) reports reasonable internal consistency, reliability and discriminative power in research with the scales. A number of writers (e.g. Burger and Armentrout 1975, Crook, Raskin and Elliot 1981) have used the scale to study perception of parental child rearing behaviour. Factor analysis with a variety of subject populations (i.e. Burger and Armentrout 1975, Cross 1969, and Kroger 1983) have consistently produced three orthogonal factors for the inventory. These have been labelled Acceptance versus Rejection, Psychological Autonomy versus Psychological Control and Firm Control versus Lax Control.

Table B-3

CRPBI Scales		
<hr/>		
Scale No.		
1. Acceptance	-	'He liked me, he comforted me and he enjoyed being with me.'
2. Childcentredness-		'He made his whole life centre around his children.'
<hr/>		
3. Possessiveness	-	Parent fostered dependency, relating to the adolescent as a child. 'He made me feel I was not loved.'
4. Rejection	-	'He made me feel I was not loved.'
5. Control	-	Parent used rigid structure with emphasis on control made explicit.
6. Enforcement	-	Parent used strict, rigid enforcement, with no flexibility or mercy.
7. Positive Involvement	-	Parent used verbal and physical expression of love and affection, often in the context of spending time with the child.
8. Intrusiveness	-	Parent was distrustful of child, checking up and even spying.
9. Control through Guilt	-	'If you loved me, you'd do as I ask' or 'After all I've sacrificed for you...'
10. Hostile Control	-	Parent was nagging and controlling, discouraging independence or autonomy.

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Table B-3 continued

11. Inconsistent Discipline	- Parent gave evidence of erratic rule changing; enforcement of rules was dependent on parent's mood.
12. Nonenforcement	- Parent ignored misbehaviour and did not check for compliance with rules.
13. Acceptance of Individuation	- Parent encouraged limited independence and limited expression.
14. Lax Discipline	- Capability of parent being manipulated.
15. Instilling Persistent Anxiety	- Parent threatened unpleasant consequences for child's behaviour, held grudges, took everything seriously.
16. Hostile Detachment	- 'Thought I was just someone to put up with,' or 'He preferred to be away from me.'
17. Withdrawal of Relations	- 'If I had hurt his feelings, he would stop talking to me until I pleased him again.'
18. Extreme Autonomy	- 'Do as you please (just don't bother me).'

- from Kroger 1983 - p125.

It was decided not to use this inventory in the study because it measured past behaviour rather than the present relationship between parent and child. However, as in the Parent-Child Relations Questionnaire, a correlational analysis would have been interesting if a more extensive study had been possible.

The Emancipation Questionnaire (EQ)

The EQ was developed by Sherman (1946) to assess the extent to which university students had become psychologically free from their parents. Sixty items were assembled by the author which were thought to indicate whether the subject was emancipated from his/her parents. Each item is given a score of plus 1 if answered in the direction believed to indicate emancipation. Items answered in a way indicating lack of emancipation or with a question mark are scored 0. To achieve a numerical index of emancipation items are added with a higher score being more favourable with regard to emancipation.

Evidence for reliability and validity is minimal. In a study of 438 students Sherman found that the scores approximated a normal distribution. A reliability coefficient developed from splitting the test in half was reasonably high. In an effort to determine internal consistency the upper 25% of cases was compared with

the lower 25% of cases. Item analysis found that the diagnostic power of the items varied considerably, but showed that Sherman's original assumption of an emancipated response was correct in 59 of the 60 cases.

It was decided not to use the EQ in this research for several reasons.

1. The questionnaire items have become somewhat dated and have questionable face validity these days.
2. There is an assumption that subjects are living away from their parents which is difficult to rectify.
3. The psychometric standing of the instrument seems minimal.
4. The scale has made prior judgements about what is appropriate and inappropriate in parent-child relationships with no clear evidence to back up these assumptions.
5. It is unclear what is being measured except for Sherman's assumptions about emancipation as there is no objective criteria for item choice.

Family Relations Test - Adult Version (FCR-A)

The Family Relations Test - Adult Version (Bene 1965) was developed from an earlier version of the test which was used with children. The test was developed with the two fold function of:-

1. facilitating the recall of childhood family feeling,
and
2. obtaining these recollections in a way which was systematic and could be quantified.

The test consists of 96 items which are posted into boxes with figures on them, chosen from a selection of 20 to represent the people who lived with the respondent until he/she was 15. A "nobody" figure for responses which do not fit anyone is included. Bere (1965) suggests that the use of figures and posting boxes has several advantages:- it helps him/her think in terms of his/her childhood; it gives the subject more freedom of expression because how he/she distributes things vanishes from sight; and finally it makes it difficult to distribute items according to a desired plan.

For scoring purposes the 96 items have been grouped as set out in Table B-4. After the subject has posted all

Table B-4

Item Groupings for the Family Relations Test

Outgoing feelings - positive mild
- positive strong
- negative mild
- negative strong.

Incoming feelings - positive mild
- positive strong
- negative mild
- negative strong.

Overprotection/Overindulgence

- maternal overprotection
- paternal overindulgence
- maternal overindulgence

Personality Strength (or competence).
Weakness (or incompetence).

from test protocol for FCR-A. (Bene 1965)

the items the examiner notes which items of which type have been put in which box. These are totaled to determine what type of family relationship existed.

Bene (1965) reports that it has been difficult to assess reliability and validity of the test due to the difficulty of obtaining subjects who are neither students or parents, who will be tested more than once, and about who there is objective information of early childhood history. However, Bene (1965) suggests that a comparison carried out with a modified form and some research with homosexuals indicate reasonable reliability and validity.

It was decided not to use this test in this study for several reasons:-

1. It required individual administration which would take up more time than was available.
2. It looks at the past rather than the present relationship with parents. However, it was noted that the wording could easily be altered to make it appropriate for assessing present relationships as does the children's version (Bene-Anthony 1957).
3. The scale considers all family members and not just the parents.

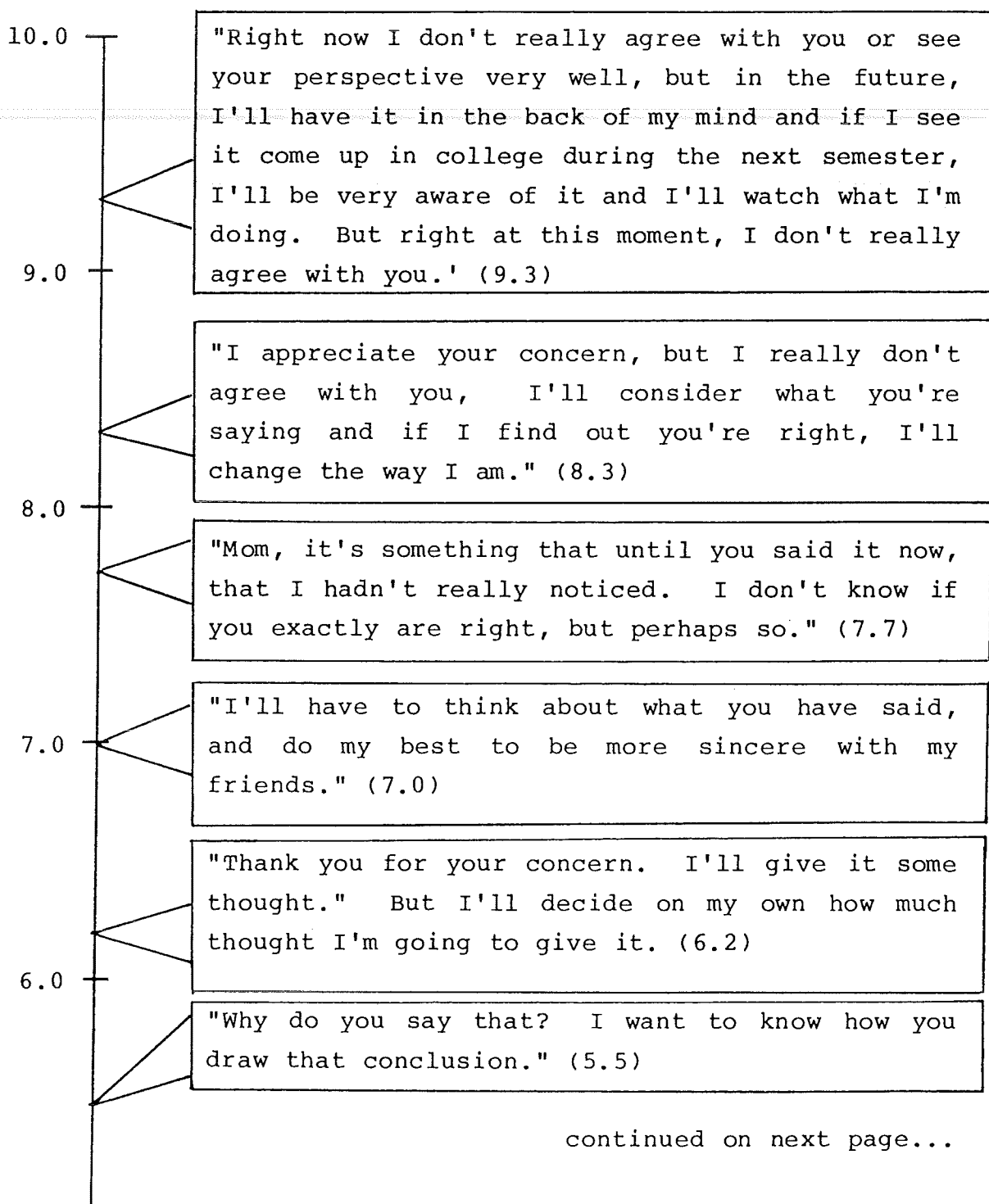
APPENDIX C.

~~Example-Anchored Scales for Relationship Status~~
Scoring

Openness to Personal Feedback:

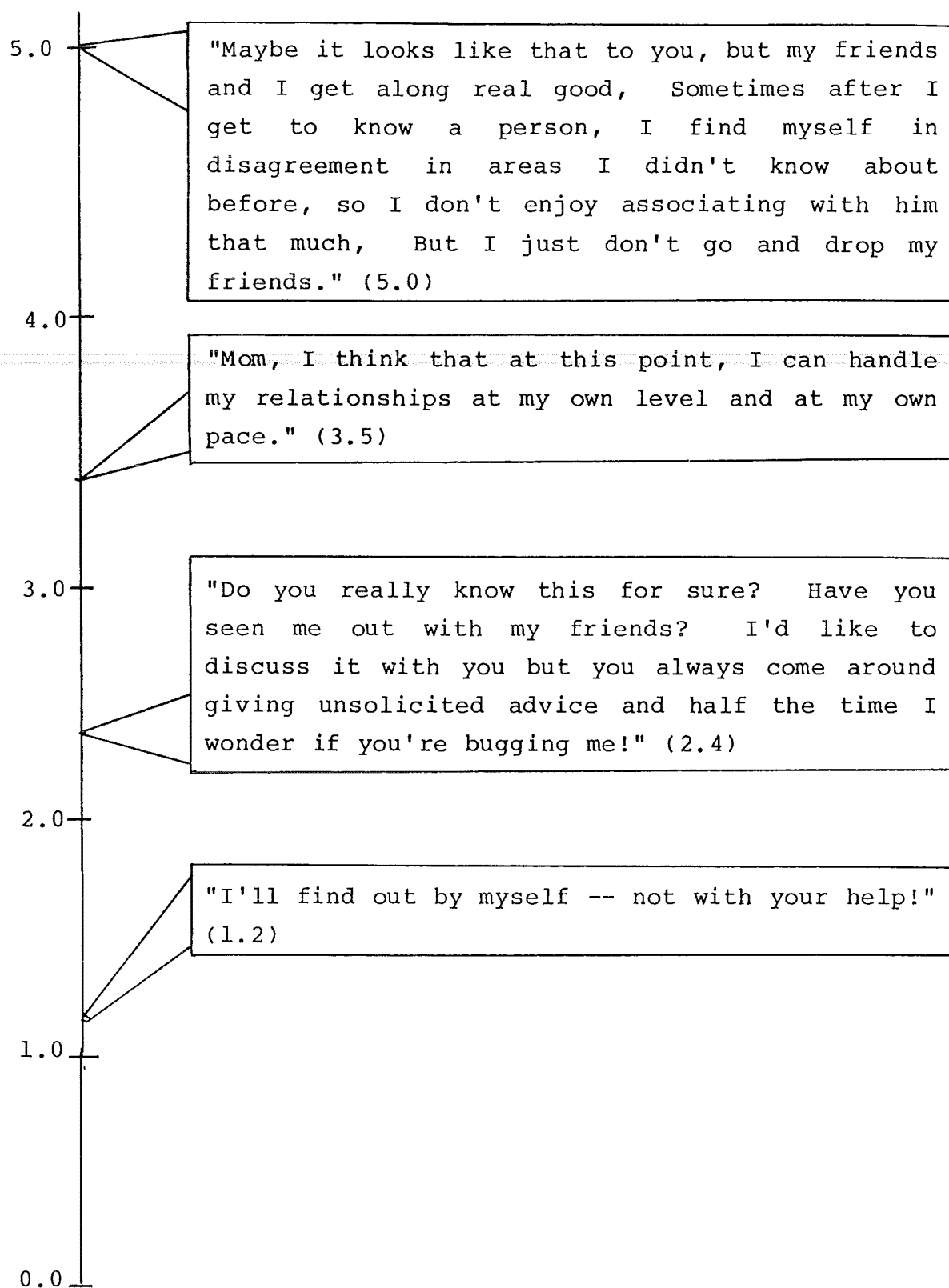
"Your Relationships With Friends"

Openness to thoughtful feedback from a parent; some doubt should be expressed about the validity of the feedback, along with a comment about the intention to reconsider past impressions or be more aware in the future.



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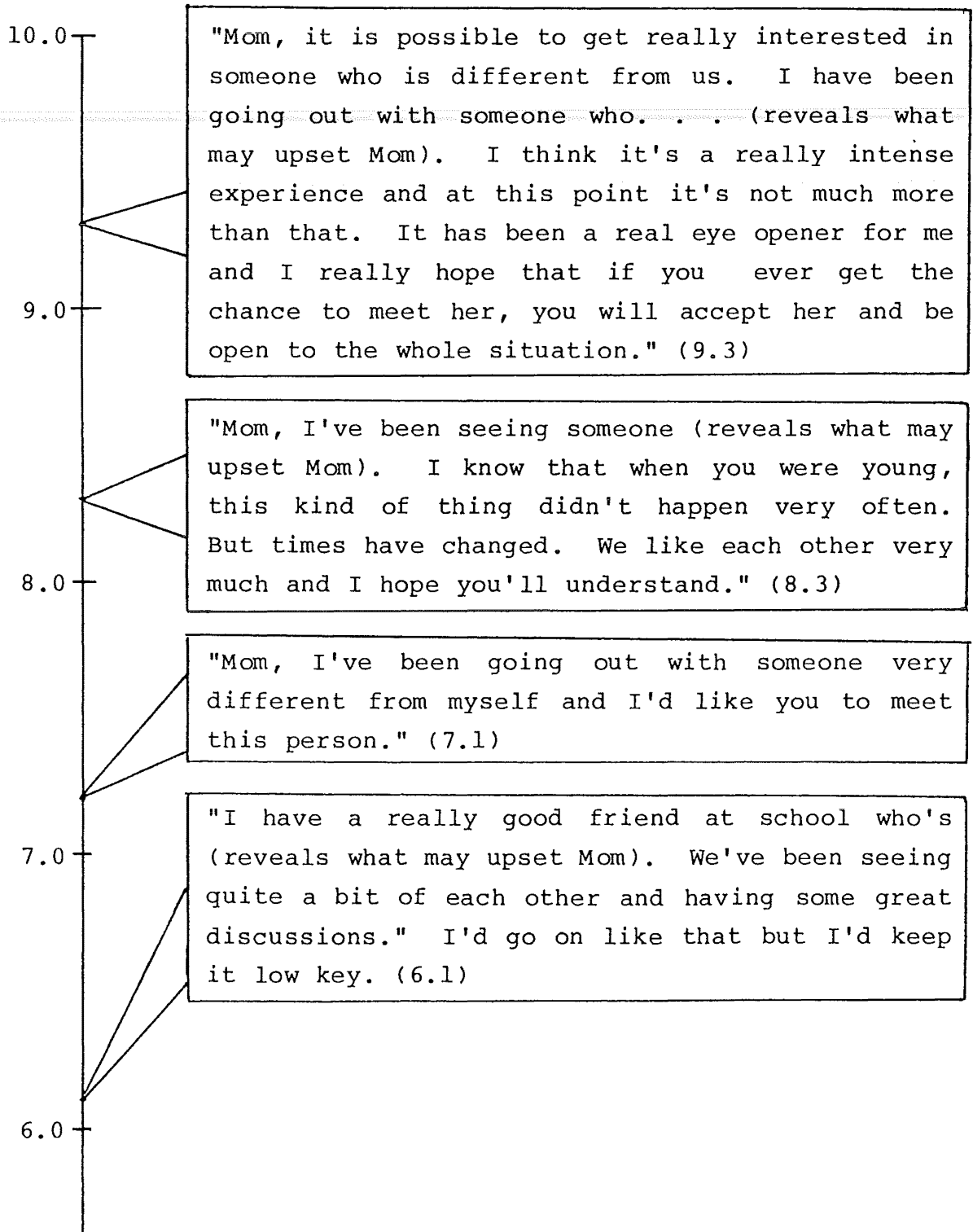
...Openness to Personal Feedback: (continued)



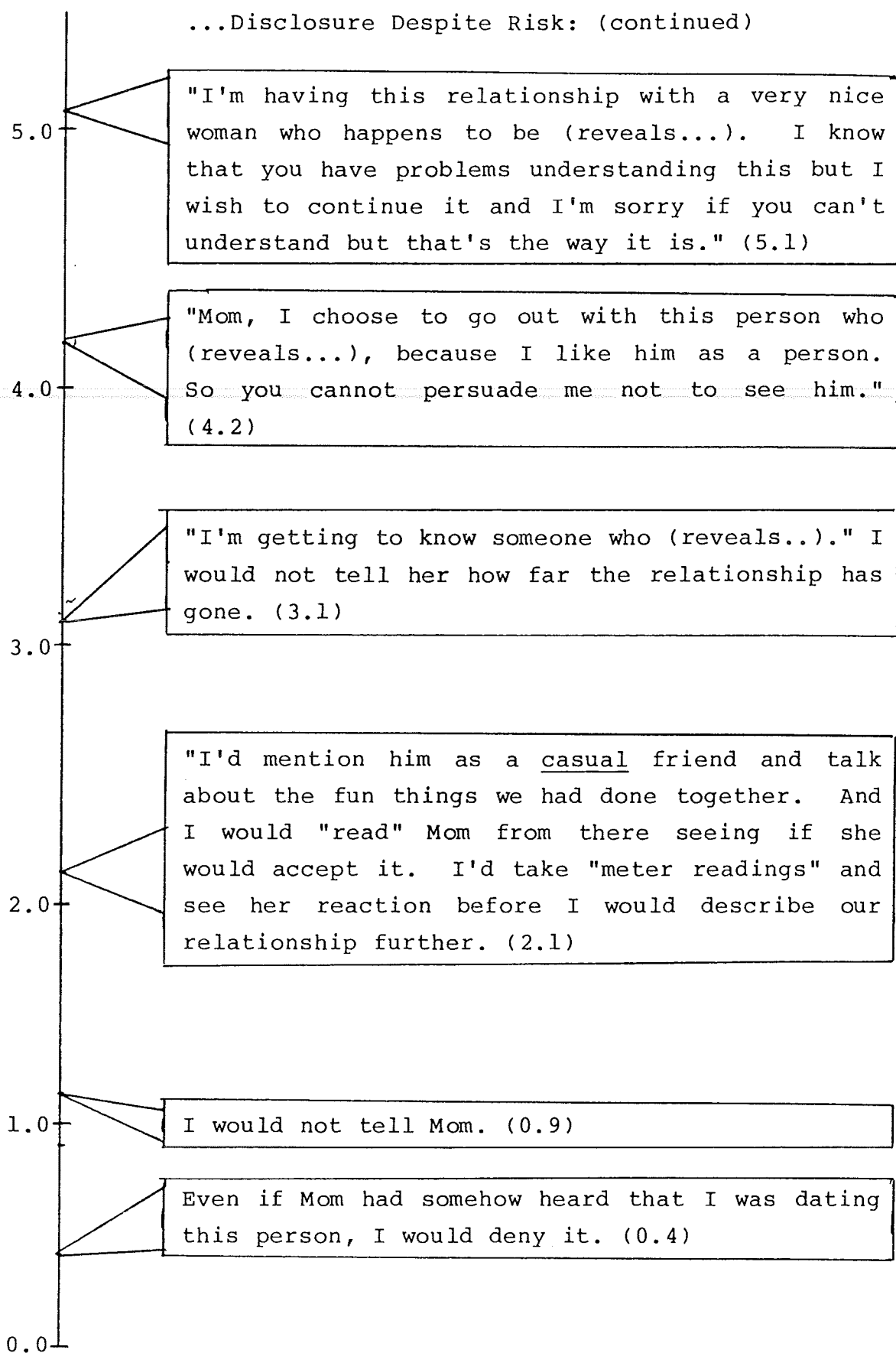
Rejection of personal feedback, with the attitude that it is intrusive or inappropriate in a relationship between a college student and his/her parent.

Disclosure Despite Risk: "Dating a Special Person"

Disclosure of particularly meaningful experience despite the risk of disapproval, with the attitude that viable relationships require an awareness of each other's fundamental values and a willingness to discuss basic differences if they are upsetting.



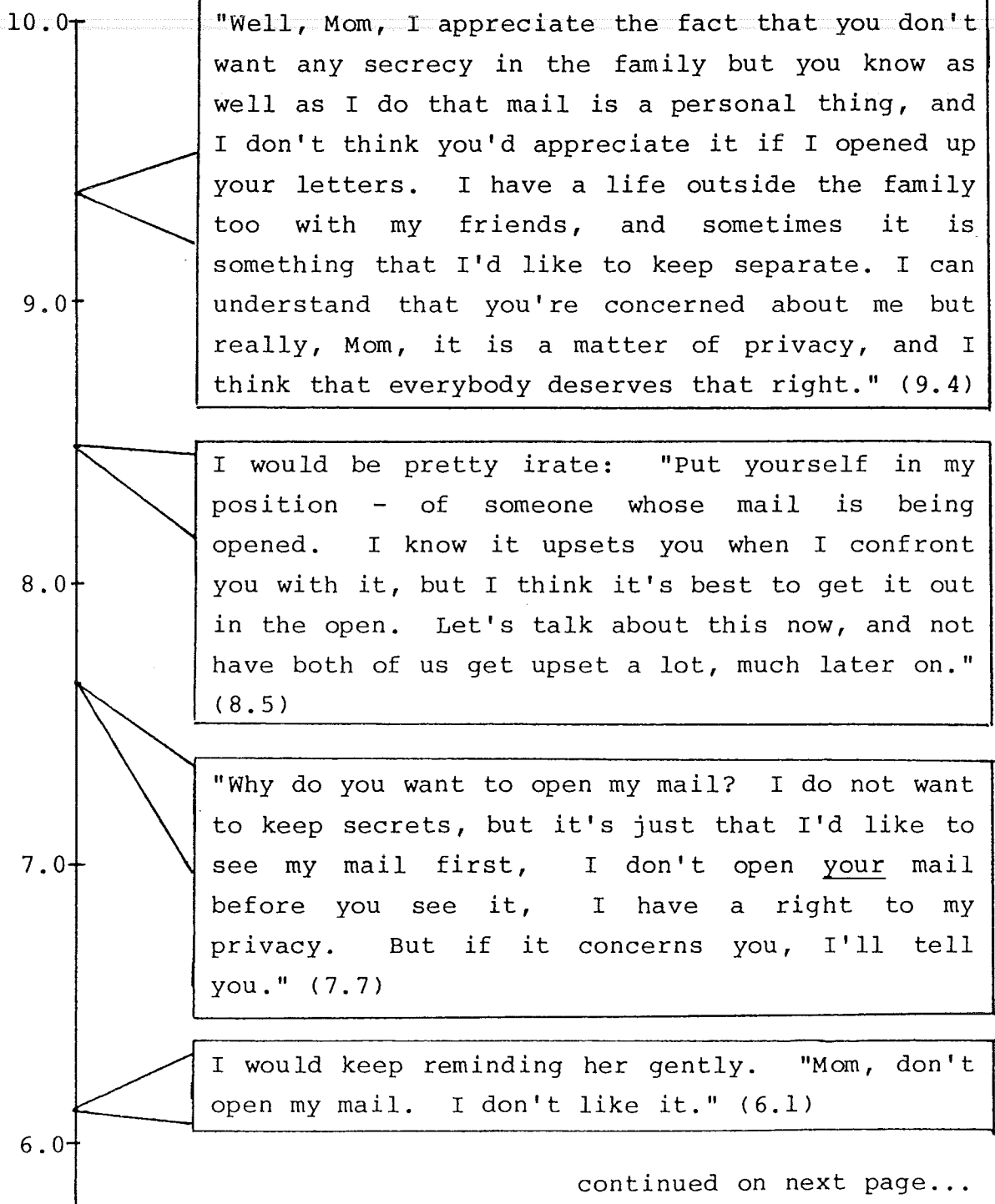
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Concealment of important experiences or fundamental values in anticipation of disapproval or tension; putting a higher priority on avoiding disputes than on "being oneself."

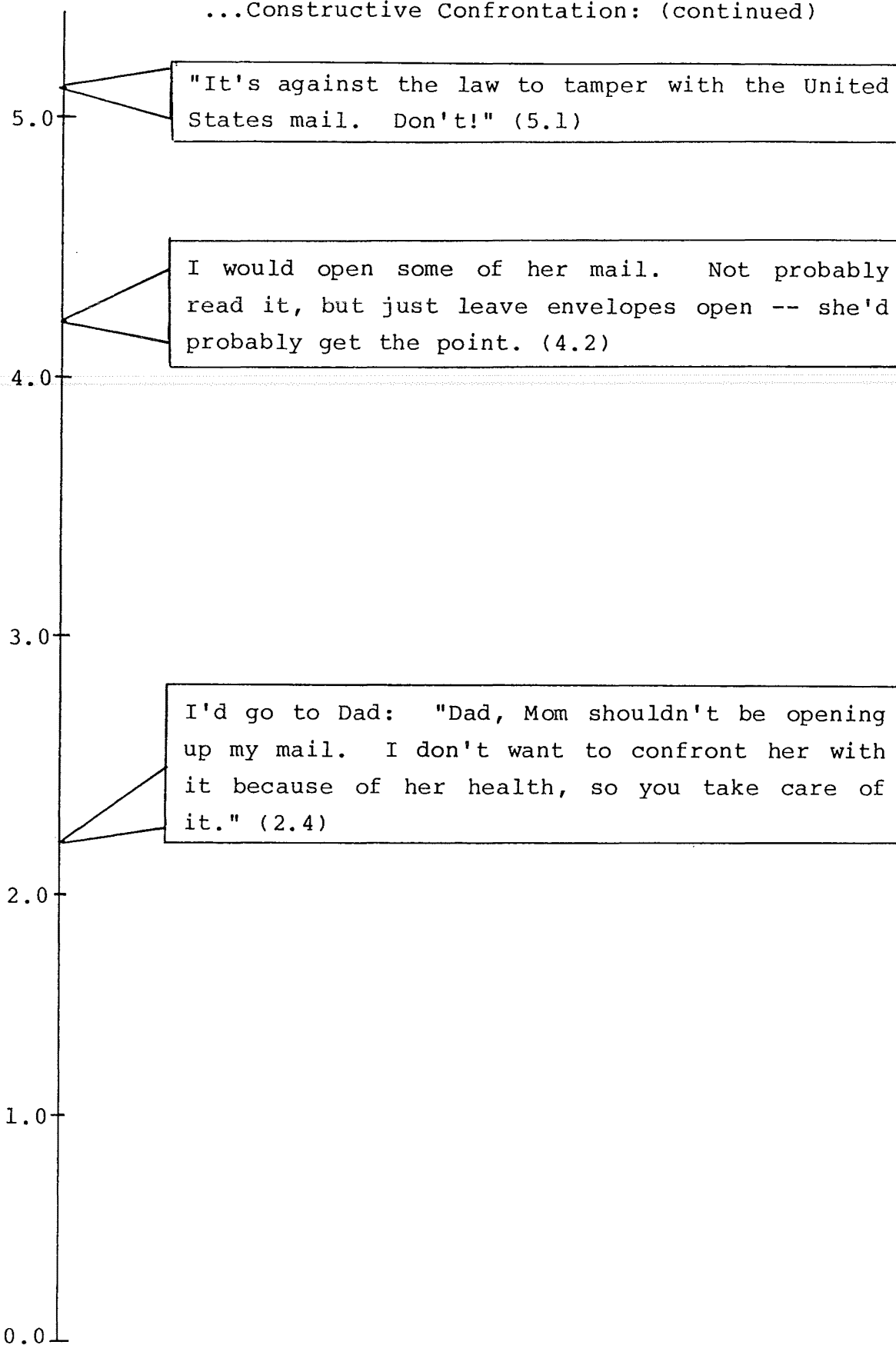
Constructive Confrontation: "Opening Your Mail"

Constructive confrontation by stating the unpleasant implications of Mother's habit (or the desirable implications of confrontation, or of Mother's yielding), and by directly and firmly insisting that she change her behaviour; a tone of annoyance is appropriate -- but manipulation or just hostility undermines one's social competence and, therefore, lowers the rating.



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...Constructive Confrontation: (continued)

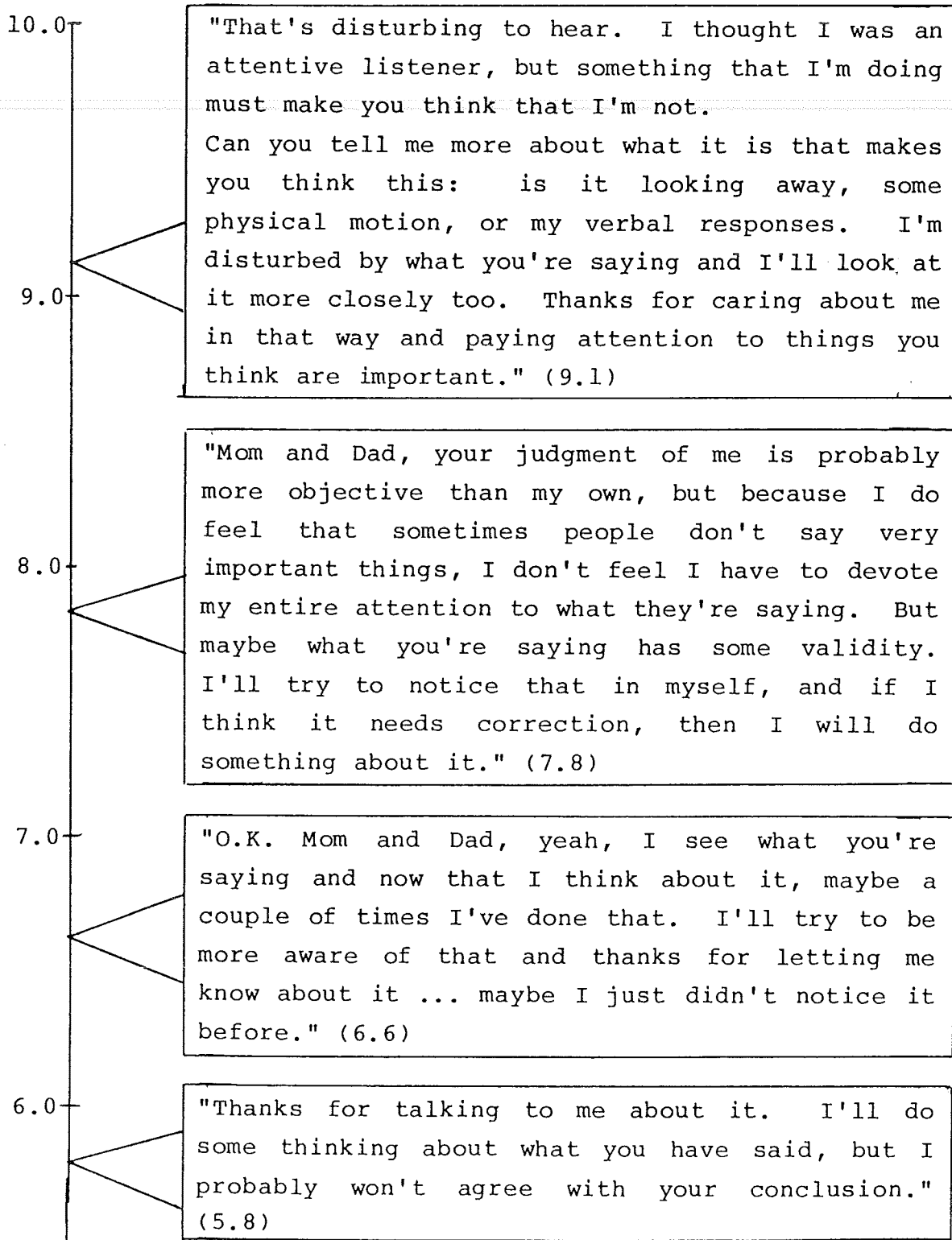


Unwillingness to confront Mother, or very indirect attempts to remedy the situation.

Openness to Personal Feedback:

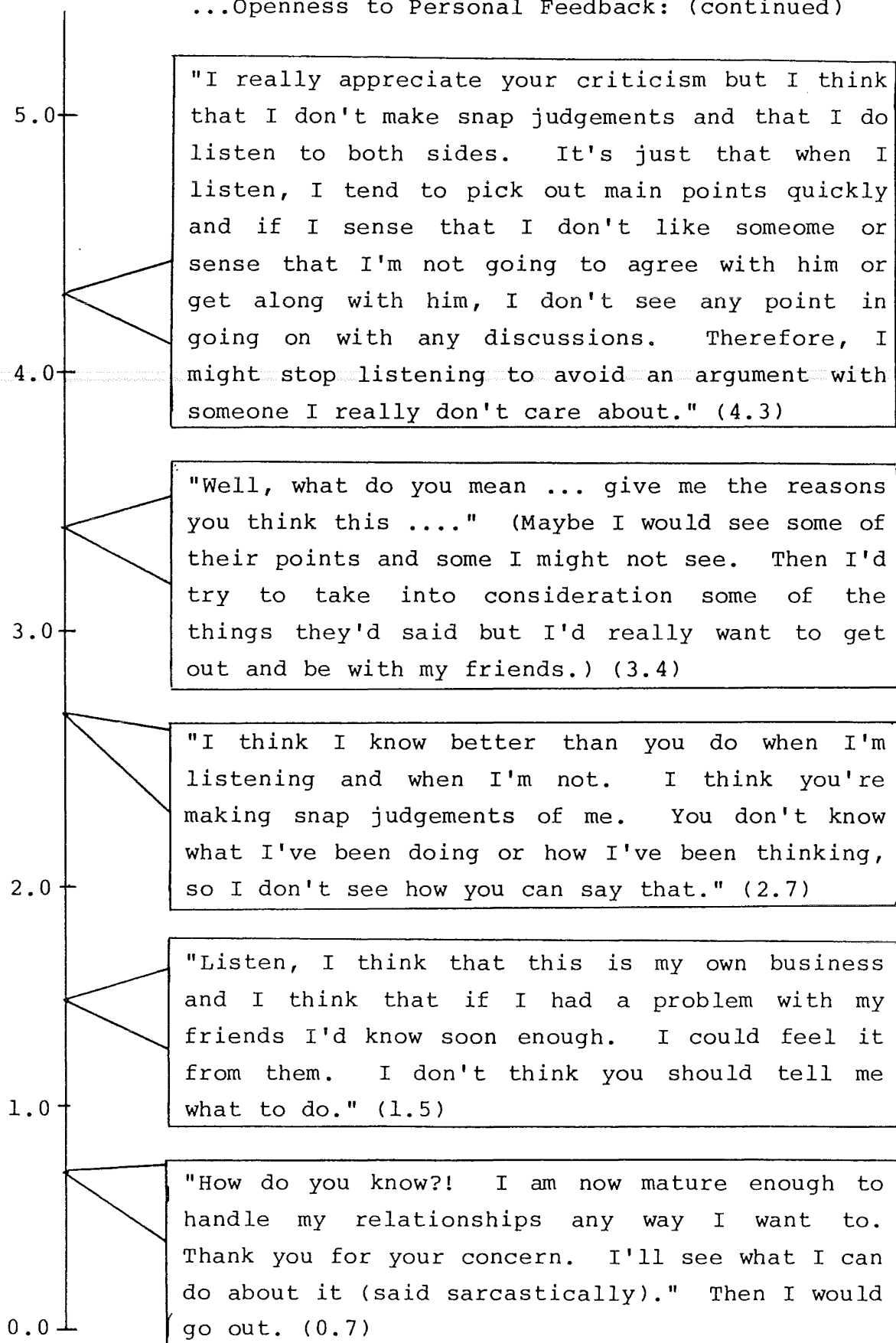
"Listening to What Others Say"

Openness to thoughtful feedback from a parent; some doubt should be expressed about the validity of the feedback, along with a comment about the intention to reconsider past impressions or be more aware in the future.



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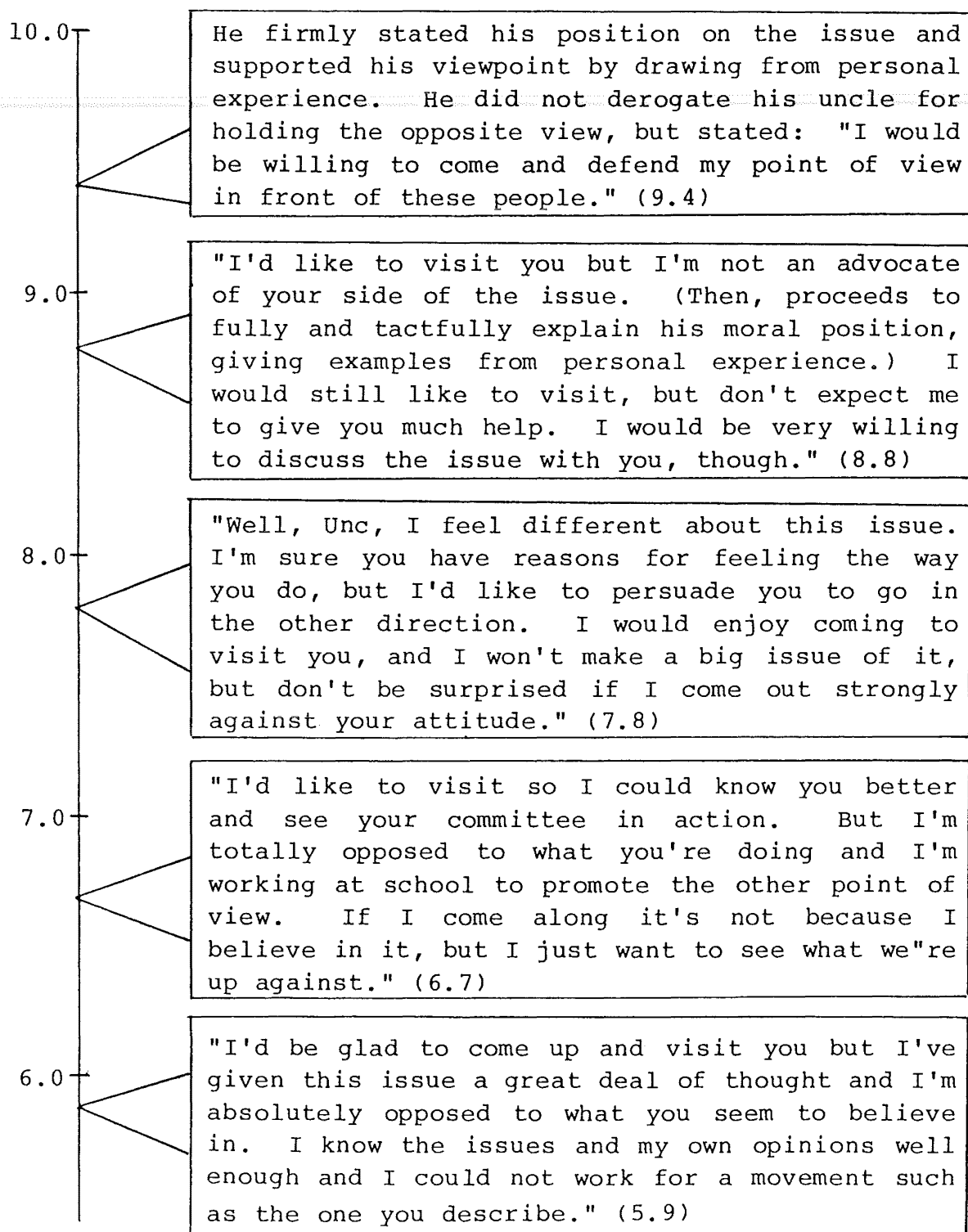
...Openness to Personal Feedback: (continued)



Rejection of personal feedback, with the attitude that it is intrusive or inappropriate in a relationship between a college student and his/her parents.

Disclosure Despite Risk: "Politics at the Family Reunion"

Use the opportunity to advocate one's value position by making a straight-forward and thoughtful statement, but also expressing appreciation to the uncle for his suggesting more involvement with each other. (Accepting or declining the invitation per se is not rated, since it is the context of that statement which reveals the respondent's attitude.)



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...Disclosure Despite Risk: (continued)

5.0 "I'd like to come visit you but I feel totally opposite on this position. I really feel that I'm right, but I'm not necessarily saying that you're wrong. We both have our own ways to go. But it would be totally against my principles to work against what I believe in. So I politely decline your invitation." (5.0)

4.0 "Well, I'd love to come out and visit you but I really don't want to have anything to do with this committee because I feel differently from you. Why don't we just make the visit sort of a family get-together and keep the politics out of it." (4.0)

3.0 "Although I don't feel the same as you do, I would like to see the reasons you have for that point of view. Maybe you could change my mind by bringing up some things that I hadn't thought about before." (3.5)

2.0 "I would be delighted to come and join the family and be there for a while." (My gut reaction would be to politely bow out of it on a matter of principle, but I would not want to offend my parents.) (2.0)

1.0 "I really have a lot of work to do and although I'd really like to visit you, I don't think I'll have the time." (1.0)

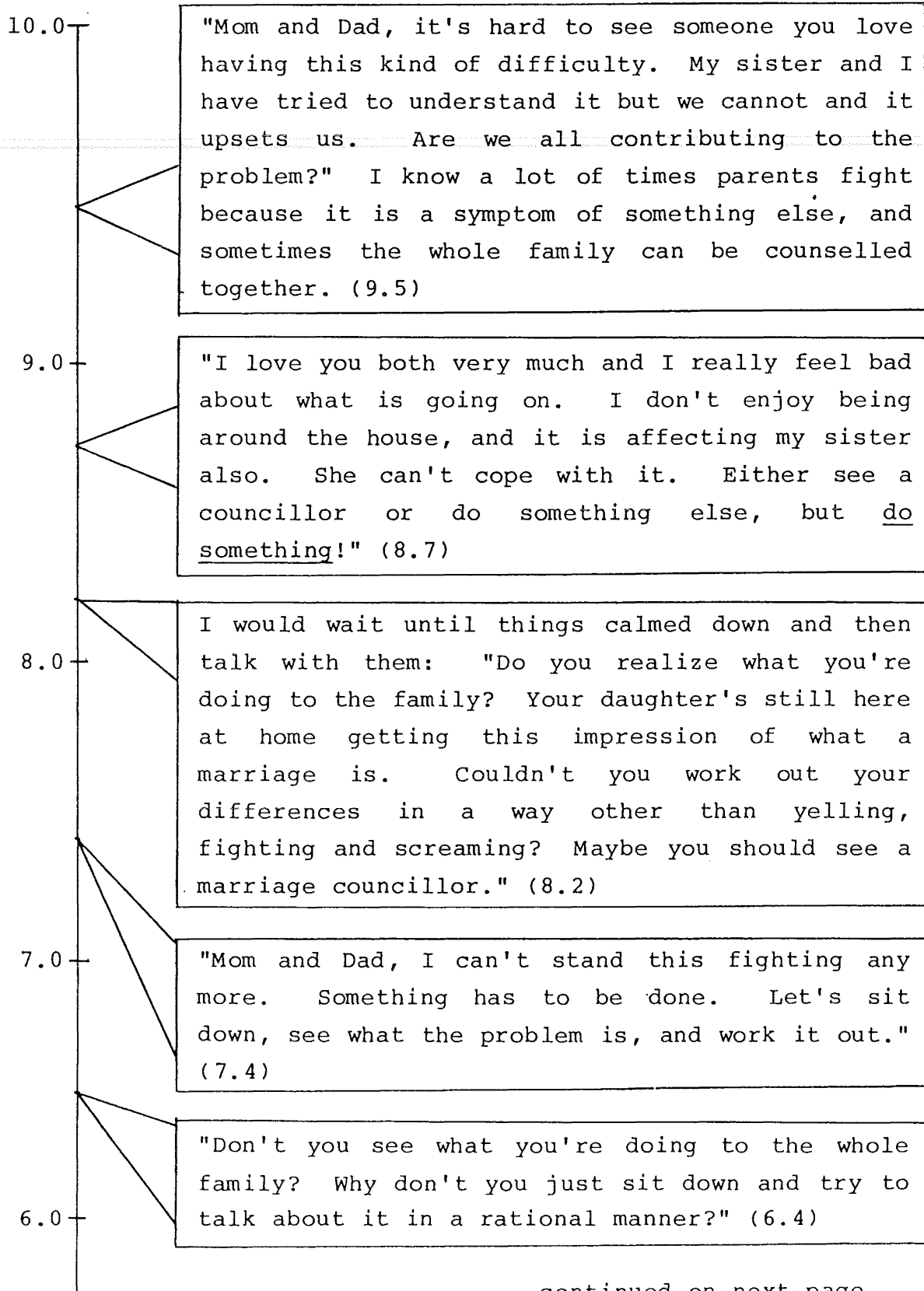
"Yeah, that would be fine. We'll talk about it." (And later on I'd tell my parents to tell my uncle that I've got other plans, but at the time I would be polite and not tell him what I thought.) (0.5)

0.0

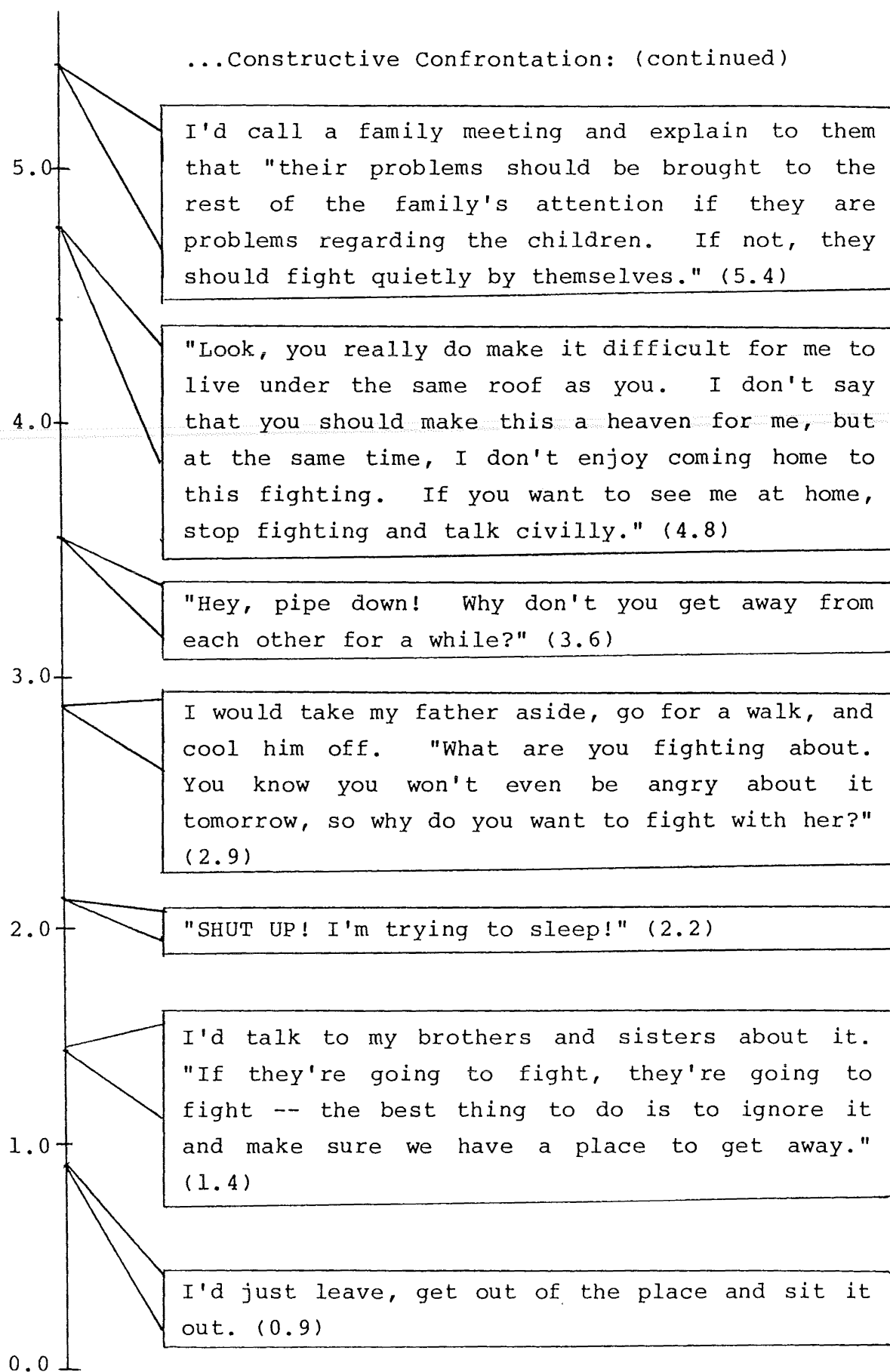
Conceal one's beliefs in order to avoid anticipated tension with one's uncle or parents

Constructive Confrontation: "Parents Are Fighting"

Constructive confrontation is characterized by expressing deep concern about the well-being of the parents or the effect of their fighting on the children, and by firmly expressing the necessity for action to remedy this problem.



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Make no attempt to intervene. (Hostile, threatening, or shaming comments to parents are rated higher than ignoring or denying the consequences of the parents' habitual fighting.)

APPENDIX D

Interview schedule for indepth interviews

An outline of the type of questions asked in interviews. Language was kept informal when possible and the sequence was adjusted to suit individual responses.

1. Subject's attitude towards the questionnaire.

(a) How did you find it going through the questionnaire?

(b) Were you aware of any major omissions?

2. Background information about the subject.

(a) What are you doing at university?- do you like it?

(b) Where are you living?- do you like it? where else have you lived?

(c) What do your parents think of what you are doing and where you live?

3. Background information about the subject's parents.

(a) How would you describe your relationship with your parents?- give a brief personality profile of each parent?- what do they like doing?- what sort of moods do they get into?- who do you feel closer to?- who are you like?

(b) How would you describe your parents way of bringing up children? e.g. strict?, easygoing?

- (c) What was your parents' relationship with their parents like?- how did they leave home?- how do they get on now?
 - (d) How happy do your parents seem?- what activities, friends do they have outside the family?- did you ever see arguments?- do they seem happy being married?- have you ever thought they would separate?
 - (e) Are your parents experiencing any "life events" such as retirement, unemployment, no more children at home?
 - (f) Do you think your parents liked having children?- what do they think of you now?
 - (g) Did you shift around a lot with your parents? e.g. cities, countries, houses?
4. Subject's relationship with his/her parent(s).
- (a) How important are parents versus peers in your life?- who do you go to for emotional support?
 - (b) When (if ever) did your parents begin treating you as an adult?- in what ways?
 - (c) What are your parents views on leaving home?- becoming independent?
 - (d) If you are living at home have you got any plans to leave? (or) If you are living away from home would you return?
 - (e) What factors would make you feel glad you had left home?

- (f) If you have left home - where did you go when you first left?- what was it like?- what mood were you in?- how old were you?- why did you leave at that time?
- (g) If you have left home (or when you do leave) what expectations are there to maintain contact through visits, letters, etc.?
- (h) What role do feelings of loyalty or duty play in your relationship with your parents?
- (i) Do you expect your relationship to change when you leave home? (or) Did you find your relationship changed after leaving home?
- (j) What is the best part of your relationship with your parents?- what is the worst part?
- (k) Have you ever received counselling or been aware that another family member has? (this question was omitted when it seemed too personal).
- (l) If you were to have children would you bring them up in a different way to your parents' style?- if so in what way?
- (m) What could improve your relationship with your parents?- if your relationship is good what would you attribute this to?
- (n) Do you share your parents values? e.g. religion, politics?- if so, why?- if not, how do you cope with the difference?
- (o) Do you have disagreements with your parents?- if so, what about?- if not, can you explain why?- is there anything your parents would be unable to accept you doing?

- (p) How important do you consider open communication with your parents?
- (q) What is your financial relationship with your parents?- how has this developed?- what would you like it to be?- did your parents teach you about money management?
- (r) What did you take or expect to take away from your parents home?- e.g. bedroom furniture?- did (do) you have your own bedroom?- is (was) this considered private?
- (s) Have you learnt to drive?- how is (was) the family car shared?- how is (was) transport organised?
- (t) When at home how are household chores organised?- if flatting how do you find housework, and what do your parents think of your housekeeping?
- (u) Are (were) there any family rules such as curfew time?
- (v) Do your parents influence your decisions about university courses, career choices etc.?
- (w) Do you share hobbies and interests with your parents?
- (x) How comfortable is it for your friends to meet your parents?- is there any pressure to form relationships with the opposite sex and/or have children?
- (y) What are you able to talk with your parents about?- how easily can you talk?

5. Information about the subject's brothers and sisters.

(a) Have your siblings had different experiences with your parents?

(b) What is your relationship with your siblings like and would you like it to be different?

6. Subject's plans for the future.

(a) What are you feeling about your life in general?

(b) What are your plans for the future?

(c) What do you think will happen to your relationship with your parents over the next few years?

APPENDIX E.

Three case studies selected as examples of the in-depth
interviews

Case 1 (A)

"A" was classified as having a good relationship with her parents.

Communication with parents	6.8
Stress with parents	42.
Rating of relationship with parents	13.
Stress with mother	20.
Rating of relationship with mother	6.5
Stress with father	22.
Rating of relationship with father	6.5

"A" was an eighteen year old who was in her first year of university. She lived with her parents and was the only child at home. Her two older sisters had gone flatting, although they returned home periodically. She felt close to both her parents and could talk easily with them about a wide range of topics. Talking about more personal things depended on the situation but she wasn't aware of anything she wouldn't share. She felt that her mother was more like a sister who understood her well. She saw both her parents as being open people, who would speak up if anything concerned them. Her parents used to have a lot of activities they did separately, but they were drawing together as the children moved away, and now had many shared interests. She considered them to be happy together.

As she grew up "A" felt her parents had used a combination of strictness and being easygoing which she had appreciated. Her parents were now particularly important people in her life. She saw them as her main source of support, because they could be relied on more than friends and had more experience of the world. However she also felt she was regarded by them as being independent and having her own life. Her parents expected her to live at home until she finished her degree, but she thought that if she really wanted to she could leave before that. She was never stopped from doing anything and had no particular rules to keep to. However she did not want to leave because she enjoyed living at home, could be herself at home, and her parents understood it if she was moody.

"A" saw the best parts of her relationship with her parents as being the way they could talk and share about all sorts of things, and just knowing they were there. She couldn't think of what was the worst part of the relationship and thought she would bring up children in much the same way, although one possible change was to be more open when she felt cross. "A" thought that some of the reasons for their close relationship were:-

- (1) The way her parents had kept talking with her sisters and her when they were at high school and seemed "sullen and switched off."

(2) That her mother had been there when they got home from school.

(3) That they encouraged them to have their own opinions and make their own decisions.

"A" reported that her parents and her shared much the same values. A big part of this was that her parents thought it important to listen to all sides of a particular issue. They never had major disagreements, with the worst "A" had ever done being stomping up the stairs.

On a more practical level "A" received free board at home but paid for everything else. Her father had bought a car for all the girls which each of them had, had to buy into to have the use of, and which remained at home when they left. This meant she was now the sole user and took responsibility for petrol and insurance. Her parents had considered it important for them to have transport. Around the house jobs were shared randomly. They used to have rosters but now this seemed unnecessary. She tidied her own mess, cooked when she was home and did her own washing. She also had a bedroom of her own which was regarded as her private space. She found that it was comfortable and easy taking friends home. She was keen that boyfriends related well with her family.

"A's" interests and career choices had overlapped with the wishes and interests of her parents, however she thought that the decisions had been her own. She had felt when younger that decisions had been made for her, but now realised that this was because she had not made up her mind and something needed to be done.

She thinks that her sisters experiences of the family have been different, particularly the oldest one. Her parents were stricter with them and had more arguments. However her parents had learnt what was appropriate when it was "A's" turn. She had also learnt what her parents liked and didn't like and knew how to go about things. Fortunately her parents and sisters get on well now. In the future she hoped her relationship with her parents would continue as it was now, and thought it would with changes such as leaving home and marriage.

Case 2 (B)

"B" was classified as having an average and/or mixed relationship with his parents.

Communication with parents	7.0
Stress with parents	69.
Rating of relationship with parents	12.0
Stress with mother	34.
Rating of relationship with mother	6.0
Stress with father	35.
Rating of relationship with father	6.0

"B" was a twenty-five year old who was doing a professional course, having worked in the area for several years. He had shifted to Christchurch because of the course and was flatting. His parents lived in another city. He had first moved away from them four years ago when he obtained a job which required him to shift.

His father was a retired professional, who got along easily with people, but did not have many close friends. His mother had also retired from a job similar to "B's". She had few close friends as well. Neither of his parents were good at sharing their feelings. He did not know if his parents were happy, and although it was fairly intangible he felt there was a basic uneasiness in their lives. However he had never seen them arguing.

"B" found that he relied on his friends for emotional support. He would not want to go back and live with his parents or even be in the same city. Instead he felt he liked control of when he saw them. He corresponded reasonably frequently, and visited occasionally, avoiding times like Christmas. He felt that since he had left home his relationship with his parents had improved. Before that it had been quite stormy. He now found that what his parents thought didn't matter so much, and they accepted whatever he did. They now related like equals. Looking back he realised that although he used to be very negative about his parents,

and quite rebellious, they had actually been quite supportive. The best parts of their relationship were that he really loved them, they were warm and caring and it felt good to be with them when he visited. However the worst part was that the warmth was intellectual rather than emotional, and he felt like he did not really know his parents. However he thought his parents had done a reasonable job with him and he wanted to bring up children similarly, but with more acceptance, openness and discussion of feelings. He thought that his parents and he shared similar values, though his parents tended to be more conservative. Nowadays they did not have disagreements about these but there did seem to be a subtle avoidance of certain issues.

Financially "B" was independent of his parents, but thought he would turn to them if he needed financial support. When he left home he had taken one suitcase because he would be shifting around a lot, and he had taken very little from home since that time. His parents had been pleased he had the job and so were happy about him shifting. He had always felt he could do what he wanted for a career though there was an expectation he would go to university at some point.

It had always been fine for "B" to take friends home. Right through school his friends had thought he had really good parents. His father used to take them all to rugby and had encouraged his interest in the game. It

had been more strained taking girlfriends home but this was improving.

"B" thought he had had a different adolescent experience to the rest of his siblings. His older sister had had to fight for her independence and his other brother did not socialise much. He thought his parents style of upbringing suited him but didn't suit the others as much. In the future he felt their relationships would remain much the same. He thought he would like it to become closer but was unsure how this would happen.

Case 3 (C)

"C" subject was classified as having a poor relationship with his parents. His father had died two months before the subject filled in the questionnaire. However he had still indicated what his views and feelings about his father were.

Communication with parents	-5.21
Stress with parents	96.0
Rating of relationship with parents	4.0
Stress with mother	49.0
Rating of relationship with mother	3.0
Stress with father	47.0
Rating of relationship with father	1.0

"C" was an eighteen year old who was in his first year at university. He had grown up in a country town and had worked for twenty months prior to attending

university. At the time he attended the interview he was living in a hostel as he had thought this would be a good way to meet people. However he had found that he had little in common with the other students and planned to go flatting in the next academic year. He had previously flatted when he was working.

"C" had four brothers and a sister and was the fifth in the family. One brother still lived at home. "C" had noticed that since his father's death he had become the one to keep an eye on what was happening with his mother. He had a fairly relaxed relationship with his mother and called her by her first name. However it was also a fairly distant relationship and was becoming more so as he got older. He found some of her behaviour extremely irritating. This was particularly because she could be very timid. "C" thought that her real personality had been suppressed around his father, for instance she had a good sense of humour which was seldom seen. In some ways "C" was becoming closer to her, particularly because he was able to understand his father's influence on her better. He felt she had shown amazing strength to carry on through the marriage and thought the children had blamed her for things which were actually his father's responsibility. She was a friendly person who had a lot of acquaintances but possibly no really close friends. She did not have a lot of interests because she used to work all day and do housework at night. Recently she had been going out more and seemed to be enjoying the independence she had

had since her husband's death. However she was needing help running her financial affairs, as she had not done this before.

"C's" relationship with his father had not been close and in many ways it was a relief when he died. His father was a heavy drinker until he got cancer. When "C" was young his father worked all day and got very drunk at night. Gradually "C" came to realise this was not how a normal father behaved and used to avoid him. The difficult part was that his father was a respected member of the community, but he behaved very differently with his family. "He was a real bastard." He was not very good at practical things around the house and used to take suggestions as criticism. "C" thought his parents got married because it was the thing to do after the war. Their marriage wasn't happy, however there was never any real conflict and "C" never thought they would separate. Instead they lived independent lives, avoiding each other and hardly ever talking. "C" thought his father's drinking problem was a two way process with his mother, not providing the support his father needed.

"C" considered his friends to be more important than his family. However he relied on himself for emotional support because he found it difficult to share with even close friends. He had been independent from a young age and his family had always let him do anything he decided. His mother was not very happy when he went

flatting as she had found it difficult to understand him feeling that friends and independence were more important than financial security. He felt that he had left home at that point and would now only go home occasionally. Once he had decided to flat there were no arguments and his mother gave him many things to help establish the flat.

Since leaving home he had felt obliged to maintain regular contact with his mother. However he had mixed feelings about this. He wanted to care for her but didn't want the responsibility of looking after her. Instead he wanted to be able to lead his own life. He had noticed the relationship had changed since leaving home and he was more tolerant of her (possibly because he didn't have to put up with the day to day annoyances.) The best part of their present relationship was her sense of humour. "C" also thought there had been something good in his relationship with his father when he was alive, but this was hard to put into words. The worst part of his relationship with his mother was her unreasoned, trivial statements, while with his father it had been his lack of communication and genuine interest in "C" as a person.

If "C" had children he wanted to have more open and honest communication than he had experienced with his parents. However he also wanted to make sure his children developed the independence he had. In the future he thought it was possible that his relationship

with his mother could improve, particularly if they talked more openly about the past, but he was not sure how he would go about this.

"C" believed that he had different values to his parents. He felt his values were unconventional. He did not care so much about a career and put more emphasis on to enjoying the present. However he did not talk much with his parents about values or have major arguments. On the other hand "C" did get very frustrated with his mother (and his father when he was alive) because he felt his/her reasoning was often illogical and neither parent ever admitted they were wrong.

Financially "C" became independent once he went flatting and had maintained this. His parents never taught him how to manage money. He sat his car license at fifteen because he couldn't rely on his father for transport and his father was quite willing to loan him the car. Jobs around the house were never organised and as children they used to insist on being paid for everything, as a result they did very little. A similar freedom existed with what he did, where he went and how long he could go for. He developed his own hobbies and interests and did what he wanted to do. "C" believed the freedom he received as a child and adolescent was not due to a particular philosophical viewpoint of his parents, rather his parents had opted out of bringing up the younger three children. He thought the older three

children had had more of a family experience. However he believed all of them had difficulty relating to other people and were somewhat reserved.

In career prospects "C's" father had seen him as being intellectual and reasonable marks were not good enough. There was an expectation that he would go to university and they were disappointed when he left school to get a job. When he came to university eventually he chose subjects independent of his family's wishes. However, they seemed pleased with his change in occupation.

When younger "C" used to avoid taking friends home because he didn't want them to see his father. He was fifteen years old before he told anyone about his father because he was so ashamed of his father's behaviour. He thought it would be fine taking friends home now that his father had died, but actually had not done it much. In the future he hoped that his relationship with his mother would improve, but felt this was limited by how different they were.